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ABSTRACT

This document is a kit for conducting a program of performance appraisal for first line supervisors (such as department chairpersons) in instructional departments in two-year colleges. It was developed for use in selected postsecondary technical institutes in Wisconsin, but could be used in nontechnical settings. The first three sections of the loose-leaf manual trace the development of the individual Staff Development Portfolio and provide background information through related literature about the need for appraisal and staff development. The fourth section of the manual is the Individual Staff Development Portfolio. It contains information on how to conduct the performance appraisal meeting, how to use the Individual Staff Development Portfolio, worksheets to conduct the performace appraisal, rating sheets describing various ratings that could be applied to an individual, and notes for inservice information for the evaluator of the first-line supervisor. The performance appraisal is based on management by objectives and behavior expectancy scales (BES). In the fifth section of the kit, terms are defined. Following next are appendixes containing examples of the use of management by objectives and behavior expectancy scales and a short summary of the development of the portfolio. (KC)

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ISDP - Individual Staff Development Portfolio

for

NAME _____

INSTRUCTIONAL (Credit & Non-Credit) FIRST-LINE SUPERVISORS

in Selected Post-Secondary Technical Institutes in Wisconsin

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Several individuals provided special assistance in coordinating the development of the rating scales for this staff development "package." They are: Mr. James Olds, Southwest Wisconsin Technical Institute; Dr. Philip Thaldorf and Mr. Victor Larsen of Western Wisconsin Technical Institute; and Mr. Roland Krogstad, Wisconsin Board of Vocational, Technical and Adult Education.

Dr. Robert Sorensen, State Director of the Wisconsin Vocational, Technical and Adult Education system; Mr. Ronald Anderson, Director of Southwest Wisconsin Technical Institute; and Mr. Charles Richardson, Director of Western Wisconsin Technical Institute approved the project development and provided staff to support it.

Mr. Keith Stoehr, Director of Gateway Technical Institute, and the Gateway District Board approved of the development and implementation of the project.

The author is extremely appreciative of the support and assistance provided by the above and all others who participated (see participant list in the appendices).

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Summary

I. Individual Staff Development Portfolio Process (ISDP)

I. The Individual Staff Development Portfolio Process (ISDP)

The human resources are the most valuable part of every organization. However, many organizations fail to receive the maximum output from these resources because of lack of attention or capability in the "care and feeding" of this component. One area in which this is dramatically evident is that of staff development. People are not evaluated, or evaluated fairly, receive no feedback on their evaluation, and receive little, if any, assistance in improving areas in which they are deficient.

Purposes of this ISDP process are to:

A. Recognize the immense value of the human resource in the organization.

B. Identify specific performance appraisal processes and instruments to be used.

C. Provide a total Individual Staff Development model which allows for appraisal feedback and improvement to the individual and the organization.

D. Include the forms and procedures necessary to implement the ISDP model.

E. Create and use an on-going ISDP first-line supervisor advisory committee to continually monitor, study, and report on the use of the model.

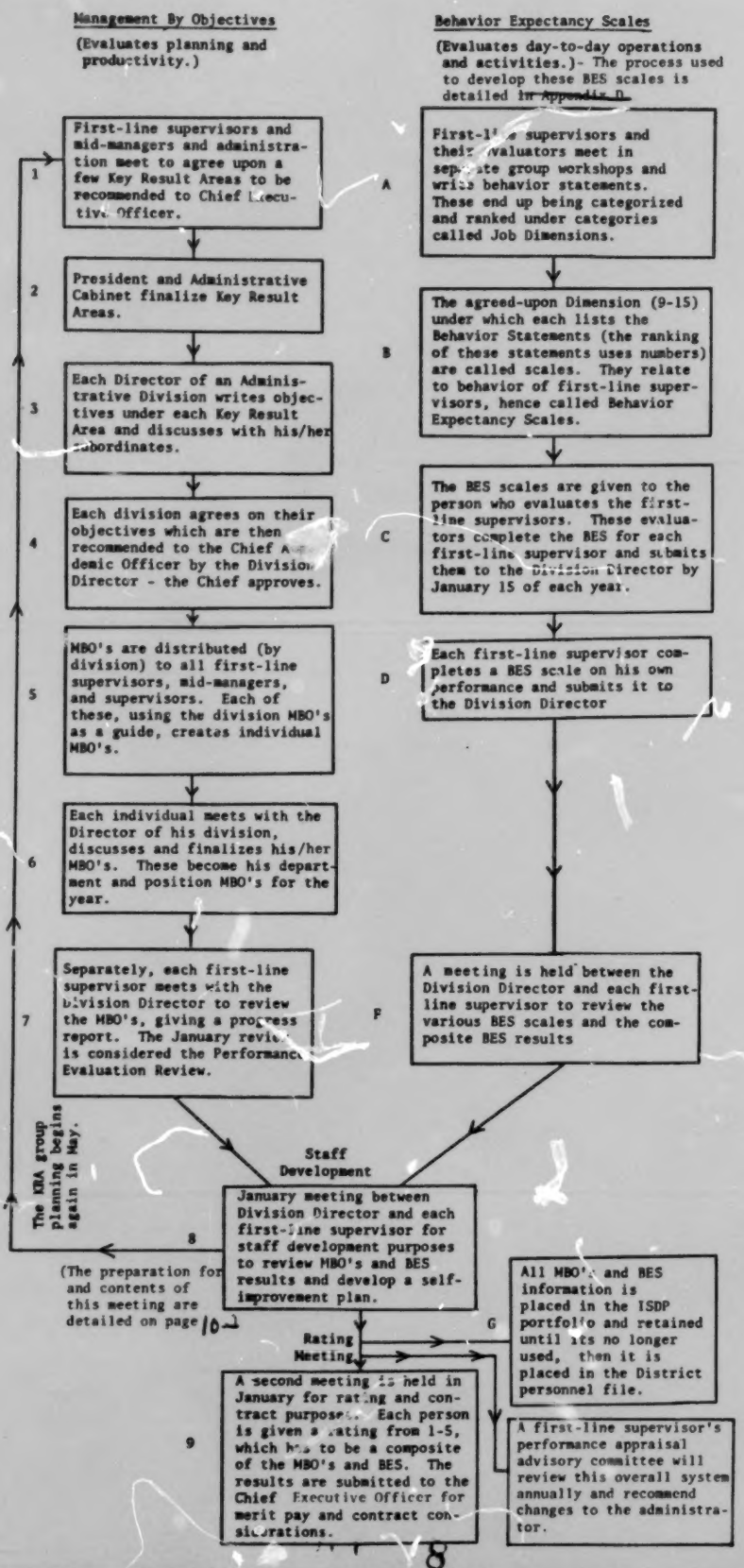
The ISDP process assumes that:

1. The BARS - Behavior Anchored Rating Scale (BES - Behavior Expectancy Scale) and/or MBO (Management By Objectives) systems are developed and in place in the organization.

2. The institution is interested in and committed to keeping evaluation and staff development separate, but using them both appropriately.
3. The ISDP portfolio does not include a definition and/or a procedural explanation of how the individual rating is determined or how it might affect contract and compensation.

The accompanying chart outlines the process which culminates in the portfolio for staff development. The format, as described in section IV., emphasizes the staff development meeting listed as #8 in the chart.

INDIVIDUAL STAFF DEVELOPMENT PORTFOLIO PROCESS


Management By Objectives
(Evaluates planning and productivity.)
Behavior Expectancy Scales
(Evaluates day-to-day operations and activities.)- The process used to develop these BES scales is detailed in Appendix D.
1
First-line supervisors and mid-managers and administration meet to agree upon a few Key Result Areas to be recommended to Chief Executive Officer.
2
President and Administrative Cabinet finalize Key Result Areas.
3
Each Director of an Administrative Division writes objectives under each Key Result Area and discusses with his/her subordinates.
4
Each division agrees on their objectives which are then recommended to the Chief Academic Officer by the Division Director - the Chief approves.
5
MBO's are distributed (by division) to all first-line supervisors, mid-managers, and supervisors. Each of these, using the division MBO's as a guide, creates individual MBO's.
6
Each individual meets with the Director of his division, discusses and finalizes his/her MBO's. These become his department and position MBO's for the year.
7
Separately, each first-line supervisor meets with the Division Director to review the MBO's, giving a progress report. The January review is considered the Performance Evaluation Review.
A
First-line supervisors and their evaluators meet in separate group workshops and write behavior statements. These end up being categorized and ranked under categories called Job Dimensions.
B
The agreed-upon Dimension (9-15) under which each lists the Behavior Statements (the ranking of these statements uses numbers) are called scales. They relate to behavior of first-line supervisors, hence called Behavior Expectancy Scales.
C
The BES scales are given to the person who evaluates the first-line supervisors. These evaluators complete the BES for each first-line supervisor and submits them to the Division Director by January 15 of each year.
D
Each first-line supervisor completes a BES scale on his own performance and submits it to the Division Director
F
A meeting is held between the Division Director and each first-line supervisor to review the various BES scales and the composite BES results
The KRA group planning begins again in May.
Staff Development
8
January meeting between Division Director and each first-line supervisor for staff development purposes to review MBO's and BES results and develop a self-improvement plan.
(The preparation for and contents of this meeting are detailed on page 10)
G
All MBO's and BES information is placed in the ISDP portfolio and retained until its no longer used, then it is placed in the District personnel file.
Rating Meeting
9
A second meeting is held in January for rating and contract purposes. Each person is given a rating from 1-5, which has to be a composite of the MBO's and BES. The results are submitted to the Chief Executive Officer for merit pay and contract considerations.
A first-line supervisor's performance appraisal advisory committee will review this overall system annually and recommend changes to the administrator.

II. Background — Individual Staff Development Portfolio (ISDP)

II. Background - Individual Staff Development Portfolio (ISDP)

The literature fairly agrees that performance appraisal systems should separate appraisal for salary action and appraisal for performance feedback. When they are separated, there is less reason for the superior and/or the subordinate to become defensive (Sleeth, 1979). This separation ranges from using the same appraisal system for both purposes but having a meeting to satisfy each purpose, to having a separate appraisal system (forms, procedures, etc.) for each purpose. The individual staff development format described in this "package" uses the same system with separate meetings for each purpose.

The appraisal system (MBO - Management By Objectives and/or BES - Behavior Expectancy Scale) used in this staff development "package" was selected after reviewing the literature to determine which one(s) would satisfy the reported deficiencies and purposes of effective performance appraisal systems.

One study listed and explained ten (10) performance appraisal methods, the criteria used to examine them, and the one(s) selected as the best. The study included:

Counseling Criteria

1. How well does the method provide feedback to the employee regarding his job performance.

2. How well does the method convey the organization's standards and goals to the employee.

Administrative Criteria

3. How useful is the method in helping the organization make administrative decisions, such as promotions, discharges, transfers, disciplinary actions, further training, and wage increases.

Personnel Criteria

4. How useful is the performance appraisal method in helping the personnel department conduct personnel research, conduct test validation and answer reference inquiries.

Economic Criteria

5. How expensive is it to develop.

6. How quickly and easily can the appraisal form be filled out by the rater.

Additional Criteria

7. How readily can the performance of employees in different departments be compared using a given method.

8. How reliable is the method.

9. How free is the method from halo errors, leniency errors, and errors of central tendency.

The results of the survey showed that criteria number 1. (feedback) was by far the most important. This study concluded that when using the first eight criteria, both the BARS (BES) and MBO systems scored the highest (McAfee and Green, 1977).

The performance appraisal systems which are used in this ISDP portfolio are:

MBO (Management By Objectives)

A firmly established and well supported technique for improving performances, reducing role antiquity, and redirecting effort to important organizational goals. It is a general planning process, a control technique, and a form of individual performance appraisal. It has three phases. First, goals and objectives are jointly set by the superior and subordinate. Second, action plans are developed to meet the objectives. Third, performance is measured in order to

ascertain the degree to which the objectives were attained. (See Appendices A and B for examples.)

BARS - Behavior Anchored Rating Scales (or BES - Behavior Expectancy Scale)

Designed as a behaviorally based performance appraisal tool, BARS (or BES) are a set of scales--one scale for each major job dimension or broad class of duties, responsibilities, or activities of a job. Placed on the scales are anchors or statements illustrative of worker behavior on the particular job dimensions. There are usually several anchors attached to each scale. They illustrate specific degrees of performance. (See Appendix C for an example.)

The BARS (or BES) and MBO's were selected for this "package" because: (1) the literature does offer that they are the best performance appraisals in use today and they may be combined, and (2) they can be used to evaluate the personnel performance relating to: (a) planning/productivity, and (b) operation of an organization.

These performance appraisal systems will be used as part of this Individual Staff Development Process and the model described in part IV. of this document.

Staff Development, for the purpose of this portfolio and model, is A PLANNED PROCESS OF EDUCATION AND TRAINING WITH BOTH THE INDIVIDUAL AND THE SCHOOL BENEFITING. From the process, IT INCLUDES APPRAISAL AND ANY GROWTH ACTIVITIES THAT CAN POTENTIALLY INCREASE A PERSON'S EFFECTIVENESS WITHIN THE SCHOOL SYSTEM.

III. Two-Year Post High Technical Institute Staff Development Needs

III. Two-Year Postsecondary Technical Institute Staff Development Needs

Wiedman (1976) conducted a study of the management development needs of college administrators and found that: (1) administrators would like an organized, on-going program of professional development that would include a variety of topics and training formats allowing for individual differences in experiences, skills, and interests; (2) administrators expressed uncertainty about what their management development needs really were since some were unclear about their role responsibilities while others indicated there was no system for evaluating their management performance; (3) administrators indicated a strong interest in developing their management skills through small group sessions, workshops, and opportunities such as interships that could be undertaken individually; and (4) the highest interest was in leadership and management/administration.

Hammons and Wallace (1977) included the following recommendations in their staff development needs of college department/division chairpersons:

1. Community colleges should explore ways to provide sound preservice preparation for chairpersons on local, state, and/or regional levels (e.g., use of a mentor-trainer on the local level, seeking grant funding for annual regional institutes, and budgeting for preservice preparation of new chairpersons).

2. The compilation of a major monograph, *A Handbook for New Chairpersons*, introducing chairpersons to their role and familiarizing them with its normal responsibilities, should be considered.

3. Institutions should budget for chairperson inservice training, and should seek the development of state and/or regional workshops and conferences to keep them up-to-date on community college department/division management, personnel matters, administrative skills, curriculum and instruction, and other educational concerns.

4. A newsletter developed with the aim of keeping chairpersons up-to-date and focusing on the dissemination of useful information to the some 8,000+ chairpersons in U.S. community colleges should be considered.

5. Deans should take definite action to set the stage for the chairperson's self-improvement efforts by supplying subscriptions to relevant periodicals and newsletters, by circulating information on books and articles pertinent to the middle manager's role, and by developing or expanding a professional library for faculty and chairpersons.

6. To insure that chairpersons have an adequate knowledge of the community college, they should be expected to have taken (or should take) course work about it or should become acquainted with items on a reading list in the subject supplied by the Dean's office.

7. It is not necessary for chairpersons to have extensive experience in implementing curricula and fostering instructional change, but they should be aware of what is happening in these fields and be prepared to direct it. Yet, given the present teaching load of most chairpersons (2 or 3 classes per term), it is impossible for them to effectively execute these responsibilities. Thus, attention must be given to reviewing that load, and allowing them time for travel to "islands" of community college innovation and to instructional workshops where they may learn of new developments.

The format for the Individual Staff Development Portfolio as explained in the following pages has taken into consideration the recommendations identified in this introduction.

IV. Individual Staff Development Portfolio

IV. INDIVIDUAL STAFF DEVELOPMENT PORTFOLIO FOR COMMUNITY SERVICES AND INSTRUCTIONAL SERVICES FIRST-LINE SUPERVISORS IN SELECTED POSTSECONDARY TECHNICAL INSTITUTES IN WISCONSIN

A. Supervisor's Notice & Preparation for Performance Appraisal

A. PERFORMANCE APPRAISAL/STAFF DEVELOPMENT MEETING

The performance appraisal meeting for staff development purposes (no.8, page 12) is held in January/February each year. The first-line supervisor and his/her administrator meet to review the performance appraisal and set the Individual Personal Growth Plan for the first-line supervisor for the next year. The following details the procedures for and the content of this special meeting:

1. The administrator sends the meeting notice to the first-line supervisor (A. page 12). The first line supervisor is asked to review the questions on page 13 before arriving at the meeting.

2. The administrator should review the Use of the Individual Staff Development Portfolio (B., pages 14-16) after the ratings are received.

3. The administrator will have received all of the BES ratings from those individuals who have been asked to rate the first-line supervisor prior to the ISDP meeting. The administrator and the first-line supervisor should:

   a. Review all ratings.

   b. Plot the ratings on the Personal Rating Form from the BES scales.

   c. Review the MBO's and MBO progress report.

   d. Review correspondence file of the first-line supervisor.

   e. Outline the strengths and areas for growth on the Pre-Performance Appraisal Interview worksheet (quality, not quantity, is important).

   f. Previous years' Performance Appraisals should be obtained, reviewed and made available for the interview.

4. The interview should last between 1½ and 2 hours so that the two parties will have sufficient opportunity to review all materials, discuss them, and set the Personal Growth Plan for next year.

a. After all material is reviewed and discussed (MBO's, BES scales, correspondence, etc.), the discussion focuses on completing the Personal Growth Plan.

b. It is important that the administrator and first-line supervisor have very clear statements identifying goals and objectives for growth. Also, the administrator needs to write very specific statements of support indicating what the organization/administrator will do to help support the first-line supervisor's growth.

5. The Inservice section (G., page 18) is provided to give the administrator of the first-line supervisor information which, if sincerely reviewed and studied, will help to provide productive Performance Appraisal/Staff Development meetings.

6. The appendices are included to provide the instruments and the process used in the appraisal of first-line supervisors:

   a. Background information on the MBO process.

   b. Sample MBO's for the Instructional Services Division of a postsecondary institution.

   c. The BES rating scales used by the raters.

FIRST-LINE SUPERVISOR'S NOTICE AND PREPARATION
FOR PERFORMANCE APPRAISAL

TO: _____

FROM: _____

CURRENT DATE: _____

DATE OF APPRAISAL: _____

PLACE OF APPRAISAL: _____

PURPOSE OF APPRAISAL: _____

Please review the attached questions, your previous 2-3 years' evaluations and growth plans, this year's MBO's along with related information, and this year's BES ratings. Thank you.

QUESTIONS FIRST-LINE SUPERVISORS CAN ASK THEMSELVES PRECEDING THE PERFORMANCE APPRAISAL INTERVIEW

1. What have my major results been in the past year and how have they related to my objectives?

2. What are my major strengths?

3. What are the personal development areas in which I most need to improve? How can my superior help?

4. What have I learned about myself in the past year which would help me be more effective in the future?

5. What am I unsatisfied with concerning my performance during the past year? What am I satisfied with?

6. What can my immediate supervisor do to help me improve my effectiveness on the job?

7. What would I most like to see changed in the way our department is operated to make it more successful--what methods would I recommend?

8. Other than my present assignment, what would I be well qualified to do in this organization (position, duties, etc.)?

SELF-APPRAISAL IS VITAL TO THE INDIVIDUAL'S PERSONAL GROWTH PLAN.

B. USE OF THE INDIVIDUAL STAFF DEVELOPMENT PORTFOLIO

After the ratings are completed and all are on file with the administrator of the first-line supervisor, he/she should be ready to consider performance appraisal interviews with each of the first-line supervisors. The central purpose of these sessions should be the motivation of the first-line supervisors to work on growth areas of their job performance. These interviews should also provide an opportunity to find out what the administrator can do to bring about improvement in each person's performance. Remember that MBO's similar to the example in Appendix B as well as the BES scales will be used in the appraisal interview and staff development process. To help in the performance appraisal process, a detailed discussion of relevant appraisal techniques and three appraisal interview worksheets are provided. The same worksheets will be used during the staff development interviews.

Below is a more thorough discussion of the performance appraisal interview:

Research has clearly shown that people often become defensive when a superior discusses their job performance. This defensiveness stands in the way of future performance improvement. One way to overcome this problem is to make the appraisal situation become a two-way conversation and to concentrate upon improvement of future performance rather than chastisement for past errors. This tends to minimize the obvious threat to the subordinate and helps bring about performance improvement.

There are a number of steps a superior should follow in conducting a performance discussion. These steps include:

1. Putting the employee at ease.
2. Stating the purpose of the session.
3. Asking for the subordinate's view of the work situation.
4. Providing recognition of desirable behaviors.
5. Outlining one or two performance areas where improvements are needed.
6. Outlining steps to improve performance.
7. Setting a follow-up date to review results.
8. Ending on a positive note.

Putting the Employee at Ease. Not surprisingly, studies show that evaluatees are tense, unsure, and uncomfortable prior to a performance discussion. This tension retards their attention and makes it extremely difficult for the subordinate to make a meaningful contribution to the appraisal discussion. As a result, the discussion becomes a one-way lecture by the superior. A short comment about some innocuous topic will help to relieve the tension and to establish a more open and receptive framework for the ensuing discussion.

State the Purpose of the Session. The purpose of the session should be to talk about the subordinate's job performance. It should also be an opportunity for the superior to determine where supportive action by him is needed. The performance appraisal should not be used as a disci-

plinary tool. Feedback about inadequate performance should be given at the time the behavior occurred (and/or during the annual rating for contract meeting). As a result, behavior deserving discipline should have been dealt with previously. That is, the performance appraisal is a review, not a first notice of poor performance.

Ask for the Interviewee's View of the Work Setting. By asking for the evaluatee's view of the work setting, the superior immediately establishes the two-way nature of the performance appraisal process and learns how the person feels about the work environment. This will very often provide important insights into the subordinate's job performance quality.

Provide Recognition of Desirable Behavior. Begin the review process by discussing the performance areas where the person has done well. Be especially reinforcing of improvements which have occurred as a result of previous performance discussions. Discuss high ratings on fitness report. Explain to the evaluatee why it is necessary for him/her to continue to do well in these areas.

Outline Aspects of Performance Where Improvement is Needed. The first-line supervisor's discussion of the work situation should have opened the door to this part of the interview. At this point, clarify areas in which the individual feels he/she needs improvement. Then, make your suggestions for this performance improvement based upon the evaluation. Obviously, if the person has mentioned some or all of the performance areas, the administrator's position is much easier. The superior can merely reinforce the evaluatee's perceptions and move directly toward solving the problem areas. If some areas have not been mentioned, bring those into the discussion.

Discuss the low ratings with the first-line supervisor and the reasons for the ratings. Focus here upon behaviors which warrant the ratings given. Focusing upon behavior provides evidence for the rating and also helps to depersonalize the discussion.

Outline Areas to Improve Performance. Focus upon two or three performance areas in which the person should concentrate during the evaluation period. Behavior is difficult to change and discussing more than three areas often overwhelms anyone and leads to no improvement in any area. The result of this phase of the discussion should be a list of two or three areas needing growth in performance and commitments from the evaluatee and the superior to an improvement program. The superior is a counselor assisting the first-line supervisor in performance improvement.

Set a Follow-Up Date. Set a follow-up date sometime in the future to evaluate progress in achieving the objectives. Don't wait until the next appraisal discussion. Instead, set a specific date when you will meet again to evaluate progress on the objectives.

End on an Encouraging Note. Show the interviewee that this is the beginning of a better future toward which you are both working.

C. Worksheets to Aid in the Peformance Appraisal Process

1. Personal Rating Form — Examples
   First-Line Supervisors, Non-Credit
   First-Line Supervisors, Credit

2. Pre-Performance Appraisal Interview Worksheet

3. Personal Growth Plan

C. WORKSHEETS TO AID YOU IN THE PERFORMANCE APPRAISAL PROCESS

You should have three worksheets for each first-line supervisor you will be interviewing. The first two pages should be filled out before the performance appraisal interview with the person. Page one is a summary rating sheet for the ratee. You should copy the ratings you (and other raters on the same form) have given this person from the "BLS Rating Forms" onto the "Personal Rating Form" in the worksheet package. The graphic representation provided by the Personal Rating Form will give you a better picture of this first-line supervisor's pattern of strengths and areas needing growth in performance.

The second page provides space to list strengths and areas needing growth to be discussed in the appraisal meeting. These strong and growth areas can be drawn from the performance ratings. In choosing growth areas to be discussed, select only two or at most three areas so that the ratee does not become overwhelmed by the negative feedback. The growth areas selected need not necessarily be the lowest rated categories for the person. Instead, they should be performance areas in which it is most important for the individual to improve, for the good of the institution and his/her own personal development as a first-line supervisor. The administrator of the first-line supervisor is also encouraged to use the "supporting information" side of this worksheet. Here can be listed specific instances which led to rating the individual the way he/she was rated. This should help to keep the conversation away from broad generalities during the appraisal interview.

The third worksheet (Personal Growth Plan) is convenient for recording outcomes of the appraisal interview. Space is provided for listing the evaluatee's performance goals which should have emerged from a discussion of the two or three of his/her areas needing growth. The right side of the sheet is to be used for indicating the administrator's commitment to the improvement program. Giving a supervisor more administrative experience or lightening his/her workload in a certain area are examples of the kinds of comments which might be written in this space. This third worksheet should also be a record and a reminder of the agreed-upon development program for the first-line supervisor and used in subsequent years' performance appraisals.

INSTRUCTIONAL SERVICES
(First-Line Supervisors of Credit Instruction)

First-Line Supervisor's Name Charles Johnson

Position Coordinator of Business Ed.

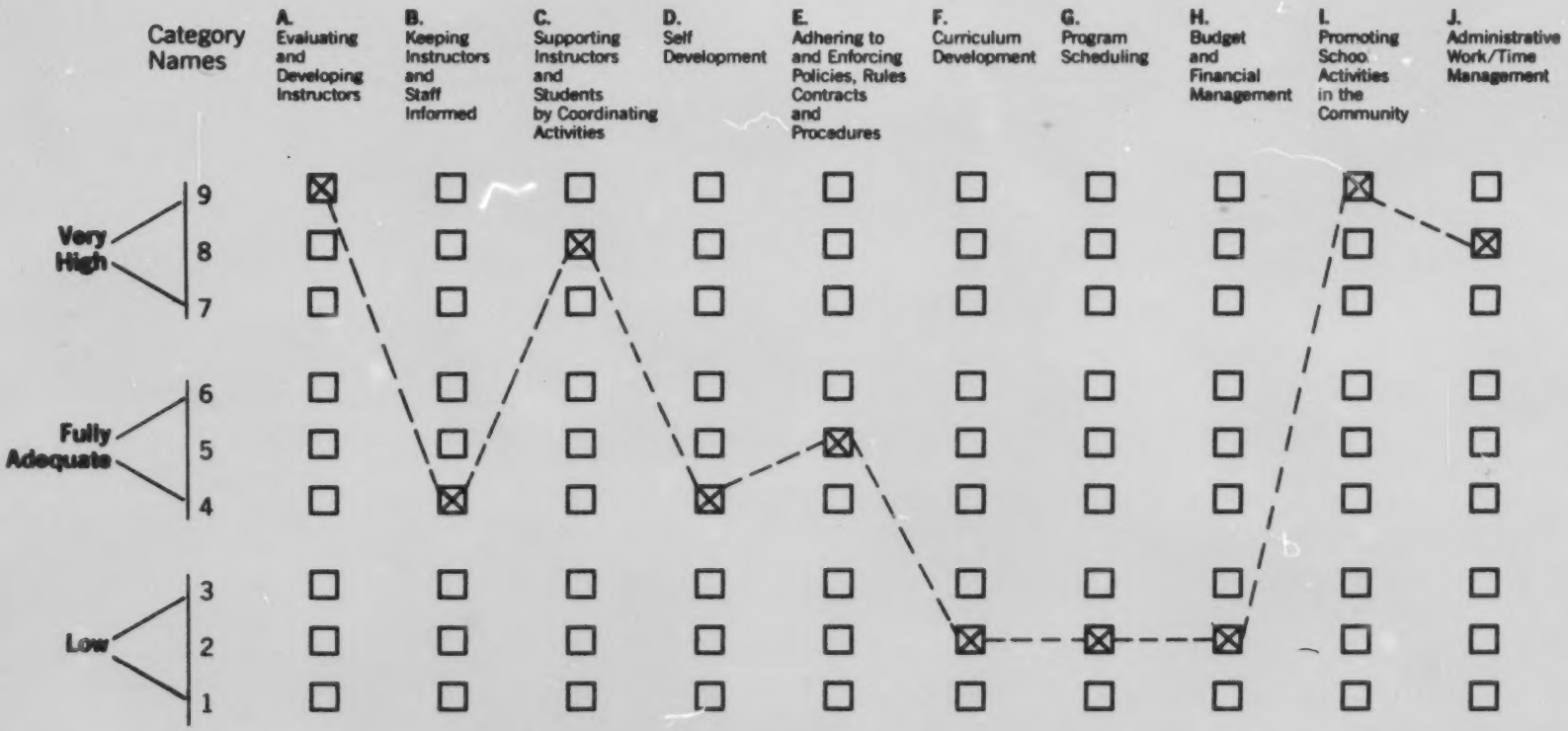
Evaluator Jim Smith

Date January, 1981

SAMPLE

* PERSONAL RATING FORM — BES *(Behavior Expectancy Scale)*

DIRECTIONS: Place "Xs" in the proper squares according to how you have rated this individual on the BES Rating Forms. (Appendix C) After you have marked the appropriate boxes, you may find it helpful to construct a "performance profile" for this individual by connecting the "Xs" representing his performance levels for the 10 categories.



*This is a sample sheet showing the profile of a First-Line Supervisor's rating as taken from a completed BES Scale.

COMMUNITY SERVICES
(First-Line Supervisors of Non-Credit Instruction)

First-Line Supervisor's Name John Smith

Position Coordinator of Driver Education

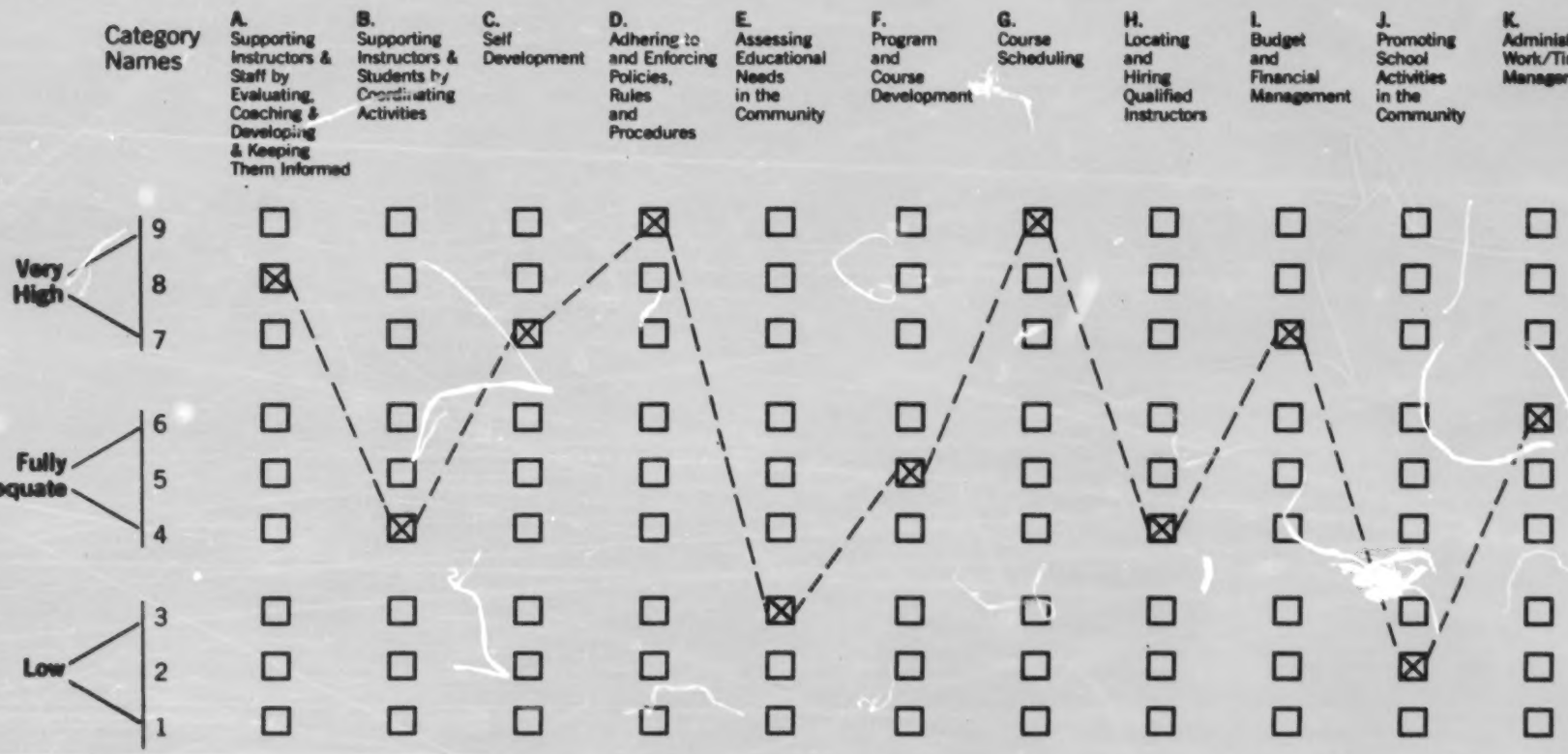
Evaluator Allen Krause

Date January, 1981

SAMPLE

* PERSONAL RATING FORM — BES *(Behavior Expectancy Scale)*

DIRECTIONS: Place "Xs" in the proper squares according to how you have rated this individual on the BES Rating Forms. (Appendix C) After you have marked the appropriate boxes, you may find it helpful to construct a "performance profile" for this individual by connecting the "Xs" representing his performance levels for the 11 categories.



*This is a sample sheet showing the profile of a First-Line Supervisor's rating as taken from a completed BES Scale.

First-Line Supervisor's Name Charles Johnson

Position Coordinator

Evaluator Jim Smith

Date January, 1981

PRE-PERFORMANCE APPRAISAL INTERVIEW WORKSHEET

Strengths *(based on performance ratings)*	Supporting Information *(MBOS, BES, other accomplishments)*
SAMPLE	
I. Meets Deadlines	I. -BES Scales items J, C, G of all evaluations -The majority of the timelines on the MBOs were met -Items II-A, III-C, V-B from MBOs
II. Evaluation of and assisting instructors	II. BES Scales items A, B, C and E of all evaluations
III. Articulation with secondary schools, business and industry	III. BES Scales items I MBOs items II-C, III-A and IV-D were completed

Areas for Growth *(based on performance ratings; should be limited to two or at most three areas)*	Supporting Information *(MBOS, BES, other accomplishments)*
I. Organizing and scheduling of classes	I. BES Scales item G
II. Supervision of curriculum development and revisions	II. BES Scales item F MBOs items I-A, I-B, V-C
III. Budget Management	III. BES Scales item H
IV. Writing and organizing MBOs	IV. MBOs standards not written clearly

First-Line Supervisor's Name Charles Johnson

Position Coordinator of Business Ed.

Administrator Tom Jackson

Date January 1981

PERSONAL GROWTH PLAN
(Outcomes of Performance Appraisal Interview)

OBJECTIVES SET

Goals or Objectives to improve performance. *(consider previous year's growth plan and if necessary, include one or more here)*	Superior's commitment to help improve performance. *(conferences to attend, meetings, reading materials, practice work settings, work with others, enroll in courses, etc.)*
SAMPLE	
- Increase knowledge and expertise in writing and working with MBOs.	- The District will allocate funds to send Mr. Johnson to one advanced conference on MBOs.

D. Cumulative Ratings

(Include MBO and PES ratings from previous three years with memos, notes, Individual Staff Development Plan and forms used for each of the three years.)

INSTRUCTIONAL SERVICES
(First-Line Supervisors of Credit Instruction)

First-Line Supervisor's Name Charles Johnson

Position Coordinator of Business Ed.

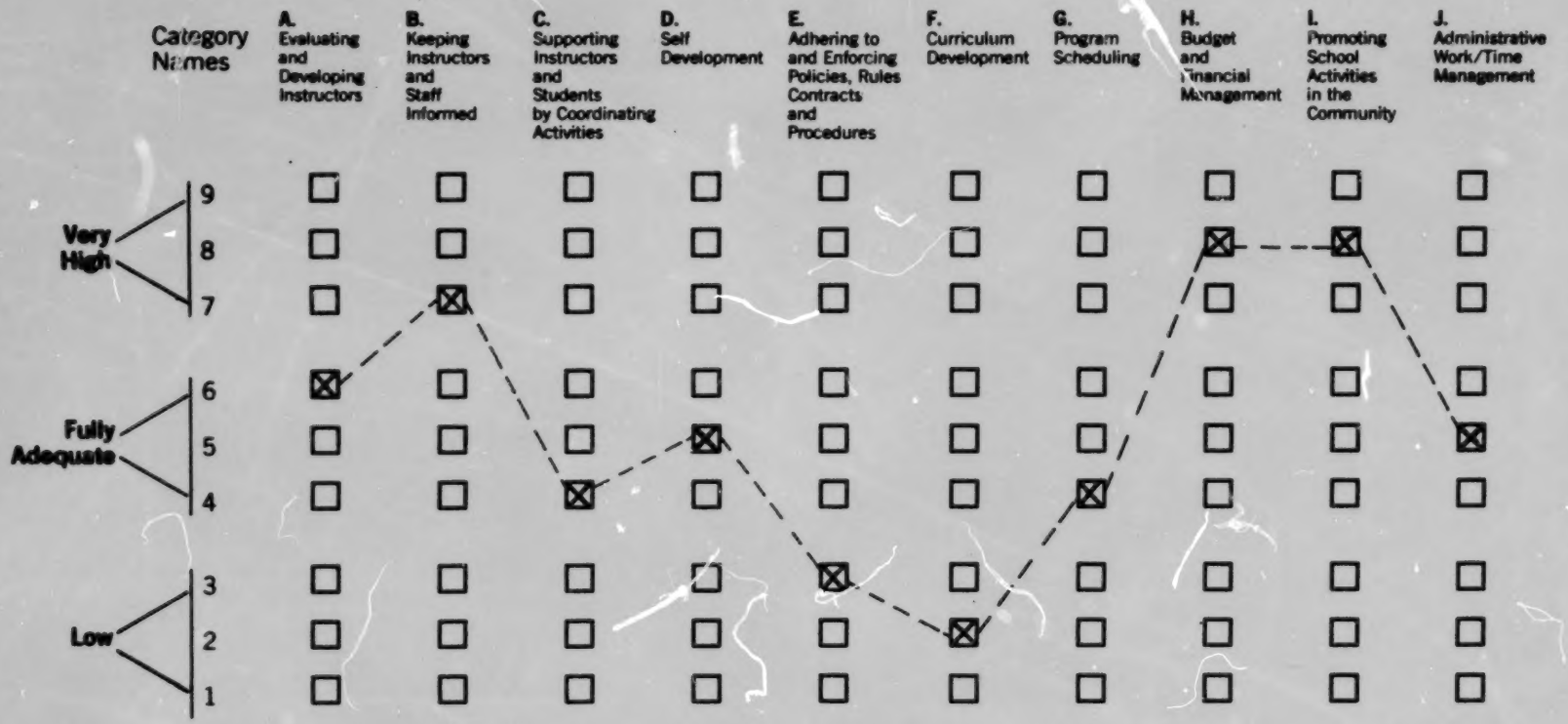
Evaluator Sam Roberts

Date January, 1979

SAMPLE

* PERSONAL RATING FORM — BES *(Behavior Expectancy Scale)*

DIRECTIONS: Place "Xs" in the proper squares according to how you have rated this individual on the BES Rating Forms. (Appendix C) After you have marked the appropriate boxes, you may find it helpful to construct a "performance profile" for this individual by connecting the "Xs" representing his performance levels for the 10 categories.



*This is a sample sheet showing the profile of a First-Line Supervisor's rating as taken from a completed BES Scale.

First-Line Supervisor's Name Charles Johnson

Position Coordinator of Business Ed.

Administrator Tom Jackson

Date January, 1979

PERSONAL GROWTH PLAN
(Outcomes of Performance Appraisal Interview)

OBJECTIVES SET

Goals or Objectives to improve performance. *(consider previous year's growth plan and if necessary, include one or more here)*	Superior's commitment to help improve performance. *(conferences to attend, meetings, reading materials, practice work settings, work with others, enroll in courses, etc.)*
SAMPLE	
I. Improve relationships with administrators in non-institutional services area.	I. -Director of Instructional Services will set up meetings with administrators in other divisions and Mr. Johnson to discuss differences. -Director of Instructional Services will share materials with Mr. Johnson, showing how other coordinators work with other divisions. -Director of Instructional Services will identify (with coordinator's assistance) those characteristics of other division personnel which "bother" Mr. Johnson.
II. Increase efforts in curriculum supervision, development and revision.	II. -The chairperson of the administrative curriculum committee will review state and local curriculum requirements with Mr. Johnson. -Curriculum management publications will be obtained and shared with Mr. Johnson. -The District will budget monies for Mr. Johnson to attend all state VTAE workshops so as to be updated.

E. In-Service Information for the Evaluation of the First-Line Supervisor

E. In-Service Information for the Evaluator of the First-Line Supervisor

This information is being provided in capsule form in this portfolio document as a reminder to evaluators to periodically review effective Performance Appraisal/Staff Development key points. (Batten, Batten, Hudson, & Swab, Inc., 1981)

GIVING INFORMATION AND GUIDANCE

1. Be honest, sincere, and real.

2. Show your respect for the other person by listening more than you talk.

3. Show that you care about the other person's thoughts and feelings.

4. Draw out the other person and be sure you understand his/her point of view and needs before you go any further. Ask, listen, hear.

5. Help the other person define the problem for himself/herself by skillful questioning and empathic listening.

6. Guide the other person to recognize his/her own solution or what she/he needs from you. Positively affirm it.

7. Agree on a mutual course of action to solve the problem or resolve your differences. Be specific.

8. Be supportive, reinforcing and encouraging. Express confidence in him/her.

9. Emphasize the positive and build on strengths.

10. Follow-up. Keep your commitments to the other person.

11. Expect The Best!

COMMUNICATING FOR POSITIVE RESULTS

1. Let each person know where she/he stands and discuss results periodically.
2. Give credit where credit is due.
3. Inform people of changes in advance.
4. Let each person participate in developing plans and decisions involving them.
5. Develop a relationship based on trust through shared shared meaning - shared understanding.
6. Ask instead of tell.
7. If a person's behavior is inconsistent, find out why - there is always a reason.
8. Explain the <u>why</u> of things asked of others.
9. Develop a system where each job is included and its significance is clear.
10. Give reasons for constructive counsel and suggest ways performance can be improved.
11. Do as you would have your team members do. The supervisor provides the style and tone.
12. Consistency of actions - let team members know what is expected from them.
13. Resolve every grievance, as early as possible -- otherwise, the whole group may be affected.
14. Develop short- and long- range goals by which people can measure their progress.
15. Back up your team members. Security must accompany responsibility.
16. Above all else - confidentiality must be considered at all times.

OPEN LISTENING

Is it a common assumption that listening is a passive activity? How can open listening enhance communication? How can the following concepts, help you be a more effective communicator?

1. Concentrate: make a conscious effort to listen.
2. Put all irrelevant matters out of your mind; avoid doodling or trying to do something else while you are listening.
3. Start listening before the first word is spoken.
4. Develop eye contact. In interpersonal communications, eye-work is almost as important as ear-work.
5. Try not to let your attitudes about the speaker or the subject affect your listening. The time to evaluate the meaning of a statement is after you have heard it.
6. Listen not only for what is said, but for what is not said. This will be easier if you try to put yourself in the speaker's place-try to understand his/her point of view and intentions.
7. Listen especially for the speaker's main points, and take mental notes on them as they are presented.
8. Concentrate particularly after hearing strong language. Studies have shown that attention declines immediately after taboo words and phrases are spoken, because the listener becomes mentally involved in reacting to the nature of the language.
9. If you do happen to lose the speaker's train of thought-ask, go back to the last point you remember, and work from there.
10. Utilize feedback whenever possible.

COMMON PERFORMANCE APPRAISAL PROBLEMS

Please circle Y by each of the following items if they apply to you or N if they are not applicable. Feel free to add more to the list if desired.

A. BEFORE THE INTERVIEW:

1. Procrastination about scheduling the evaluation. Y N

2. Insufficient or irregular communication with employee. Y N

3. Inconsistent approach to follow-up on goals set during the previous evaluation. Y N

4. Tendency to accept adequate performance and to focus on the problems in the employee's behavior or performance. Y N

5. Tendency to keep inadequate records on employee performance. Both positive and negative behavior should be included. Y N

6. Tendency not to plan out the interview in enough detail or to allow enough time for it. Y N

7. Tendency not to assess our own contribution to the employee's success or failure in meeting standards. Y N

B. DURING THE INTERVIEW:

1. Nervousness and difficulty in putting employee at ease or establishing rapport. Y N

2. Failure to structure the interview and inform employee of the rationale of the evaluation process. Y N

3. Rushing or doing too much of the talking. Y N

4. Discussing activities instead of results. Y N

5. Discussing performance in generalities, without explaining the "why" of the rating. Y N

6. Avoiding or underemphasizing discussion of genuine performance problems. Y N

7. Getting emotionally involved, and losing objectivity and control of the interview. Y N

8. Getting sidetracked or bogged down in details. Y N

9. Failure to build on the employee's strengths in developing solutions to performance problems. Y N

10. Failure to involve employee adequately in the planning/goal setting process. Y N

11. Not listening positively, or not persuing new information or suggestions the employee offers. Y N

12. Using too many negatives. Y N

13. Forgetting that some "facts" may reflect unconscious assumptions or attitudes toward the employee. Y N

14. Comparing employees instead of making individual assessments in terms of potential. Y N

15. Failure to write down all the key points goals, objectives, and target dates mutually agreed to. Y N

16. Failure to close with a summary that leaves employees with a clear understanding of where they stand, what they need to do in the future to meet standards, and how (and when) the supervisor will assist them in doing so. Y N

C. AFTER THE INTERVIEW:

1. Failure to reinforce the positive effect of interview with on-going contact on the job. Y N

2. Difficulty of keeping track of all the follow-up agreements and commitments. Y N

3. Tendency to let the better employees shift for themselves, and to concentrate on the employee who is marginal or creating problems. Y N

4. Tendency to let training and development commitments slide, due to the pressures of daily workload. Y N

5. Not enough time to shape employee goals into an effective development plan. Y N

CREATING A CLIMATE FOR EFFECTIVE COMMUNICATION AND SELF - MOTIVATION *

	Always	Sometimes	Seldom
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

1. I develop mutual goals, objectives and performance expectations for myself and everyone.
2. I strive to be consistent.
3. I am firm and fair with myself, others and the organization.
4. I am aware of my own biases and prejudices.
5. I let people know how they are doing in their performance.
6. I give sincere praise when it is appropriate.
7. I am honest, candid and specific with team members.
8. I keep team members informed of changes that may affect them.
9. I am aware of all of my team members' strengths.
10. I care about team members.
11. I expect the best from team members.
12. I communicate my expectations to team members.
13. I see my team members as the key to my success.
14. I assume responsibility for team members future and well being.
15. I build independence in team members.
16. I lead by example.
17. I am tactful with team members.
18. I am willing to learn from others.

* The administrator of the first-line supervisor can use this as a self-evaluation and subordinate evaluation instrument: (1) the administrator completes the instrument; (2) then the administrator asks each first-line supervisor to review the administrator's self-analysis and complete his/her (first-line supervisor's) perception of each item and return it to the administrator anonymously.

Always	Sometimes	Seldom

19. I have and demonstrate confidence in team members.

20. I allow for the freedom of individual expression.

21. I delegate, delegate, delegate whenever possible.

22. I encourage creativity.

23. I know my own strengths very well.

24. I expect the best of myself at all times.

25. I seek and listen to team members' opinions.

26. I realize that a person's name is the most important sound to that individual.

27. I talk in terms of the other person's interests and strengths.

28. I counsel constructively - I give reasons for my criticisms and suggest ways in which performance can be improved.

29. I explain the <u>why</u> of things that are to be done.

WAYS I CAN IMPROVE AND/OR CREATE A BETTER CLIMATE OF MOTIVATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

V. DEFINITION OF TERMS

A. Administrator - The first level of management under the District Director or President of the technical institute. This position supervises and evaluates the first-line supervisor and heads each of the major divisions.

B. BARS (Behavior Anchored Rating Scale) or BES (Behavior Expectancy Scales) - Designed as a behaviorally based performance appraisal tool, they are a set of scales--one scale for each major job dimension or broad class of duties, responsibilities, or activities of a job. Placed on the scales are anchors or statements illustrative of worker behavior on the particular job dimensions.

C. District Director - The chief executive officer of each technical institute in Wisconsin.

D. First-Line Supervisor - Community Services - Also known as Coordinator or Community Services Specialist, represents the management level closest to the delivery of vocational/technical education. Individuals performing in this job are responsible for supervising instructors and staff and coordinating the activities of departments or divisions within the Community Services area.

E. First-Line Supervisor - Instructional Services - Also known as Coordinator or Division Chairperson, represents the management level closest to the delivery of vocational/technical education. Persons performing in this job are responsible for supervising full-time and part-time instructors and office staff and for coordinating the activities of departments or divisions within the Instructional Services area.

F. ISDP (Individual Staff Development Portfolio - A staff development process which is captured into a package designed to integrate performance appraisal systems in such a way that individual growth occurs.

G. Instructional Services - One of the four major divisions (Community Services, Administrative Services, and Student Services are the other three) in Wisconsin technical institutes. It consists of the management, supervisors, faculty and support staff which deliver the credit portion of the instructional program (Community Services or adult and continuing education delivers the non-credit).

H. MBO (Management By Objectives) - An established technique for improving performance, reducing role antiquity, and redirecting effort to important organizational goals. It is a general planning process, a control technique and a form of individual performance appraisal.

I. Personal Rating Form - A form for summarizing the information on the BES rating forms. It portrays a performance profile for a first-line supervisor by connecting the boxes which have been checked for each job dimension.

J. Personal Growth Plan - A two-column form used for developing an individual staff development growth plan for each first-line supervisor. The results from the MBO and BES appraisal systems are used to formulate the objectives for growth. The administrator of the first-line supervisor indicates in the column on the right side how the District and his office will assist in the supervisor's development.

K. Staff Development - A planned process of education and training with both the individual and the school benefiting. From the process, it includes appraisal and any growth activities that can potentially increase a person's effectiveness within the school system.

L. Wisconsin Postsecondary Technical Institutes - The Wisconsin vocational, technical and adult education system is made up of 16 technical institutes (each unit with a local board of control) and a State Board and staff. Their mission is to offer courses and programs which prepare persons for gainful employment by equipping them with occupational and social competencies.

Appendix A
Key Result Areas

AN EXPLANATION OF THE
MANAGEMENT BY OBJECTIVES
PROCESS AS IMPLEMENTED
AT A TWO-YEAR POSTSECONDARY
TECHNICAL INSTITUTE

APPENDIX A

Key Result Areas

MEMO

TO: Supervisory Staff

FROM: Keith W. Stoehr

SUBJECT: Key Result Areas

DATE: July 2, 1981

As provided in the past, the attached information gives an overview of the MBO process and the Key Result Areas for the 1981-82 fiscal year.

The following timetable is provided as a chronological guide through the MBO planning process.

TIMETABLE

May 19, 1981	Management In-Service to discuss and recommend KRA to Directors
June, 1981	Directors Meeting to identify KRA's
July/August, 1981	Directors schedule meetings with District Director to discuss MBO's
August 1, 1981	Directors schedule meetings with management staff
November, 1981	MBO review meetings, by division
January, 1982	MBO review meetings, by division
April, 1982	MBO review meetings, by division

mc
attachement

GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

The philosophy of the Gateway District is consistent with the philosophy and mission of the Wisconsin Board of Vocational, Technical and Adult Education. Our philosophy is to provide equal educational opportunities for those who desire to avail themselves of the services provided.

Credit and non-credit educational courses and programs are provided which are designed to enable individuals to become "occupationally and socially" competent. The courses and programs are offered when the needs are recognized and within the mission of the institution and are not provided by other institutions within the Gateway District.

Gateway District

The following are the primary objectives of Gateway District as the needs are recognized by the institution and by the community that it serves. These objectives are to:

1. Provide diploma and associate degree occupational programs.
2. Provide adult basic education.
3. Provide adult high school education.
4. Provide extension education (upgrading) for employed workers.
5. Provide pre-vocational education.
6. Provide adult education non-credit courses.
7. Provide specialized activities for the disadvantaged and handicapped.
8. Provide apprenticeship training for those indentured.

9. Provide seminars, conferences and workshops related to the mission of the District and campus.

10. Provide programs and courses on specific campuses to best serve the needs of students within the physical and financial resources of the District.

So that these primary objectives can be accomplished, Gateway District has secondary objectives to support these ends. These secondary objectives are to:

1. Provide adequate on-campus facilities.

2. Provide adequate off-campus facilities to make the educational offerings more available to the citizens.

3. Provide instructional equipment necessary for quality instruction.

4. Staff the institution with instructors who have appropriate qualifications, are committed to the philosophy of the institution, and are dedicated to meeting the needs of students.

5. Provide continuing in-service opportunities and incentives for the staff to enable them to maintain and improve their instructional competence.

6. Provide student services, such as: recruitment, guidance, counseling, financial aids, placement, and student activities to support the needs of the student population.

7. Provide a learning resource center and instructional resource center capable of supporting the student population and instructional staff.

8. Provide an administrative structure and staff capable of supporting the instructional efforts.

9. Provide an advisory committee system to assist in program development and review to insure relevance in the instructional programs.

MANAGEMENT BY OBJECTIVES

by

Wallace G. Lonergan

Definition of Management by Objective

Management by Objective as a concept may be stated in this way: If a manager cannot or does not state, in advance of the time required for action, his/her objectives in writing and in detail, he/she cannot know for sure what is to be accomplished. As a consequence, there can be little hope that the operation will achieve the necessary results so that fundamental objectives of the organization will be accomplished. The manager will not be managing the situation, but rather the situation will be managing the manager.

Requirements of Management by Objective

Management by Objective requires the following steps:

1. Putting in writing, by functional area, the objectives to be accomplished in terms of results.
2. Laying out a program for each objective.
3. Securing understanding and approval of the manager's superior.
4. Communicating these objectives to subordinates for their detailed programming.
5. Defining the limits within which the subordinates can operate.
6. Defining the necessary evaluation devices so that the manager will be able to determine periodically what progress is being made.

12. Objectives should always be discussed face-to-face between supervisor and the person, until they are mutually understood and accepted.

13. Objectives should change.

Objectives should be set so they integrate with overall corporate, divisional and departmental objectives, as well as areas of direct control. Effective objectives have these qualities:

1. Objectives should be realistic in concept and attainable.

2. Objectives should recognize major problem and opportunity areas.

3. Objectives must be precisely stated, in specific rather than general terms.

4. Objectives should be measurable (quality, quantity, timeliness, cost). Results to be achieved must be clearly and mutually understood.

5. Objectives must have a specific completion date.

6. Objectives should cause the individual to grow and develop. Most objectives should, therefore, emphasize improvement.

Performance Evaluation Procedure

1. Employee defines key tasks in terms of ACTIVITY, PURPOSE and STANDARD.

2. Employee and supervisor discuss the tasks and standards to reach mutual agreements.

3. Performance is reviewed periodically as job conditions vary.

4. Review done formerly once a year.
   a. Set priorities for improvement
   b. Is this employee correctly placed?
   c. What further skill does he or she need to better perform the job?

Statement of Job Objectives

1. Define the main purpose of your job.
2. Describe your position (who do you report to and who reports to you).
3. What is the scope of your job (where does your work end and someone else's begin)?
4. What are your key tasks?
5. What are the standards that define adequate performance?
6. What are the areas with most potential on improvement?

"Key" Tasks:		
	Time management	Outside output calls
	Daily log	Factors categories

Form to be Used for Employee Statement of Job Objectives

Activity	Purpose	Standard

Management by Objectives helps overcome many of the chronic problems of managing managers and professionals. For example:

1. It provides a means of measuring the true contribution of managerial and professional personnel.
2. By defining the common goals of people and organizations and measuring individual contributions to them, it enhances the possibility of obtaining coordinated effort and team work without eliminating personal risk taking.
3. It provides solutions to the key problem of defining the major areas of responsibility for each person in the organization, including joint or shared responsibilities.
4. Its processes are geared to achieving the results desired, both for the organization as a whole and for the individual contributors.
5. It eliminates the need for people to change their personalities, as well as for appraising people on the basis of their personality traits.

Specific Objectives for "Educational Systems Planning"

Participants will each construct a list of "Key Result Areas" for their district, or department, which meet the following criteria:

1. Each KRA is directly concerned with success or failure of the district.

2. Each KRA is reasonably independent of the other for administrative and control purposes.

3. Each KRA concerns results that are measurable or assessable in some unambiguous way.

4. KRA's will be limited to exclude trivial items, but expanded to enable clear judgment.

The District Key Result Areas Defined for 1981-82

We will strive to improve our service to the District, improve our community relations, and improve understanding of the District's mission throughout the community through all our activities with special emphasis in the following Key Result Areas:

1. Continue to develop and implement a design for Human Resource Development among Gateway staff.

2. Develop strategies and policies to increase management and institutional efficiency and effectiveness.

3. Review student recruitment and retention efforts and incorporate into a District-wide Marketing Plan resulting in an FTE increase.

Appendix B
MBO — One Example

APPENDIX B

Management By Objectives

EXAMPLE OF ANNUAL MBO's FOR A TECHNICAL INSTITUTE

1980-81 MANAGEMENT BY OBJECTIVES FOR:

INSTRUCTIONAL SERVICES

And

RESEARCH & PLANNING

Submitted to:
Keith W. Stoehr
President
Gateway Technical
Institute

Submitted by:
Kenneth H. Mills
Director of
Instructional Services
And Research &
Planning

The District Key Result Areas Defined for 1980-81

We will strive to improve our service to the District, improve our community relations, and improve understanding of the District's mission throughout the community through all our activities with special emphasis in the following Key Result Areas:

1. Develop a three-year plan using a systems approach which incorporates the following elements in its design: equipment, facilities, personnel, resources (funds), programs and students. Consideration will be given to those concerns expressed in self-study and evaluation reports, i.e., North Central Accreditation Evaluation and the Community Services Evaluation.

2. Present student recruitment and retention efforts will be reviewed, expanded where necessary, and incorporated into a district-wide marketing plan resulting in a 5% FTE increase.

3. The District will create a design for Human Resource Development. This design will define Human Resource Development in terms of the Gateway Organization. The specific objectives of the design will be as follows:

   a. Creation of a staff evaluation and development plan for all divisions (management and staff).

   b. Develop and implement avenues for staff recognition and improved communications.

4. Student Accounting Component of MIS Development. Develop computerized systems to meet the operational and information needs of the District and the State VTAE Board, including:

   a. Revised curriculum processing including on-line update of course and section offerings.

   b. Revised student record processing including on-line update capabilities.

   c. On-line registration capabilities.

   d. Implementation of a student accounts receivable subsystem.

5. Develop strategies and policies to increase management and institutional efficiency and effectiveness, i.e., clerical, A-V, instructional.

THE DISTRICT KEY RESULT AREAS DEFINED FOR 1980-81

I. Develop a three-year plan using a systems approach which incorporates the following elements in its design: equipment, facilites, personnel, resources (funds), programs and students. Consideration will be given to those concerns expressed in self-study and evaluation reports, i.e., North Central Accreditation Evaluation and the Community Services Evaluation.

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
A. An action plan will be developed for each appropriate concern listed in the self-study and evaluation reports (these will be part of the Long Range Plan). A person will be identified for each concern. This effort will be coordinated by Research & Planning	To resolve the concerns specified by the staff and/or evaluation team thereby improving the District	A status report will be given for each of the items to the President and Directors in March 1981.

II. Present student recruitment and retention efforts will be reviewed, expanded where necessary, and incorporated into a district-wide marketing plan resulting in a 5% FTE increase.

A. Instructional Services and Community Services will share the development of a marketing plan	To improve planning, promotion and recruitment efforts at Gateway	Directors of Community/ Instructional Services will prepare a marketing plan position paper and discuss this paper with the President and Directors by October 10th. The position paper will conclude a definition of a marketing plan in an educational organization, the components of a marketing plan and specific objectives (with time-lines) for Gateway Marketing Plan.

III. The District will create a design for Human Resource Development. This design will define Human Resource Development in terms of the Gateway Organization. The specific objectives of the design will be as follows:

a. Creation of a staff evaluation and development plan for all divisions (management and staff).,

b. Develop and implement avenues for staff recognition and improved communications.

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
A. A management staff evaluation and development plan will be developed, piloted and recommended for management District-wide implementation	Improve the morale, evaluation and supervision of management	Piloted results will be recommended to the President and Directors by Feb/Mar '81. 1. Coordinator representatives from Community and Instructional Services will be asked to volunteer for a workshop to develop a behavioral observation scale which will be used to evaluate them. 2. Select administrators who have an impact on the evaluation of coordinators will be asked to volunteer to attend and prepare a workshop to develop a behavioral observation rating scale to be used to evaluate coordinators. 3. The workshop will be held with representatives from two other schools participating. It will be conducted by a Research Institute from Minnesota (October/November). 4. The tablulated workshop rating scale results will be developed into the rating scale. 5. The rating scale will be a part of a staff development package which will be approved by a panel of experts (representatives from the group which participated in the workshop).

III. (Cont'd)

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
B. An instructor staff evaluation and development plan will be created	To improve instructor evaluation and to provide a more structured avenue for individual improvement	The plan will be completed by February 1981 and implementation in 1981-82 and will include the following: 1. A revision of the Instructional Services evaluation procedures 2. Improvement of evaluation of instructors by supervisors. 3. Development of an instructor staff development plan. 4. Integration of the instructor evaluation process into the staff development plan.
C. Five specific activities will be developed as new avenues for staff recogniation	To improve communications and increase positive productivity	The following specific areas will be included in the avenues for increasing staff recognition: 1. Increased meetings with instructors, individual and department level. 2. Provide written recognition to staff and special efforts extended. 3. Special award for excellent performance. 4. Ideals concerning improved written communications. 5. Ideals to perpetuate positive staff attitudes These ideals will be suggested to the President and if approved, implemented throughout the year.

IV. Student Accounting Component of MIS Development. Develop computerized systems to meet the operational and information needs of the Distict and the State VTAE Board, including:

a. Revised curriculum processing including on-line update of course and section offerings.

b. Revised student record processing including on-line update capabilities.

c. On-line registration capabilities.

d. Implementation of a student accounts receivable subsystem.

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
A. Support Data Processing and Student Services efforts to implement this Key Result Area	To improve the efficiency of student record processing and registration	1. Instructional Services will provide committee representation. 2. Instructional Services will carry out any identified assignments in implementing these activities.

V. Develop strategies and policies to increase management and institutional efficiency and effectiveness, i.e., clerical, A-V, instructional.

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
A. Improve the evaluation and supervision of instructors	Improve instruction	Individual meetings will be held with instructors' evaluators to discuss and emphasize the need for actual and complete instructors' evaluation and the supervision of the follow-up of these evaluations.
B. Review the committee structure (management and staff)	To increase the productivity of needed committees	1. Committees will be asked for objectives, meeting dates, recommendations and reports. 2. Recommendations based on the results of these committees review will be made to the President and Directors.

V. (Cont'd)

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
C. A-V, TV, LRC and Duplicating Services will be reviewed, each in the areas of personnel, equipment and procedures	To improve services district-wide	Results of this review and recommendations will be submitted to the President by March, 1981 (except personnel which will be submitted by February, 1981).

VI. MISCELLANEOUS

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
A. Community Services and Instructional Services will recommend decisions and avenues that Gateway should take in order to launch a planned program for seeking private foundation funding	Obtain additional funds to allow the District to support and/or expand existing services and implement new ones	The Directors of Instructional and Community Services will present a position statement on private funding to the President and the Directors by November 30, 1980. This position statement will include the following: A. Rational for seeking private funds. B. Sample projects for which private funding would be sought. C. The initial stages to be taken so that a planned approach will be used, for example: assigned responsibilities. D. The naming of 3 to 5 foundations which will be contacted for the initial pilot items. E. A list of objectives for the 1980-81 school year in this area.

VI. (Cont'd)

Activities Planned For The Year	Purpose of These Activities	Standards of Evaluation To Be Used
		After the position paper is reviewed, changed, and finalized, R&P will be given the responsibility to develop a general institutional approach to provide funding. This paper will include specific objectives and avenues to meet those objectives which will also include abstracts of the first 7 projects to be developed and funded to the identified foundation.

Appendix C
BES (Behavior Expectancy Scale)

APPENDIX C

Behavior Expectancy Scale

For First-Line Supervisors
in a Postsecondary Technical Institute

These were developed in a workshop and retranslation process involving first-line supervisors (coordinators, department heads, etc.) and their supervisors from three of the 16 postsecondary technical institutes in the VTAE system in Wisconsin.

First-line Supervisor's (Ratee) Name

_____

Rated by _____

Instructional Services

First-line Supervisor

Performance Category and Rating Booklet

Guidelines for Making Performance Ratings

This booklet contains several Performance Categories describing effective, average and ineffective performance on the job of Instructional Services First-line Supervisor. Before describing the features of the Performance Categories booklet and the mechanics for making performance ratings, a brief description of the job--First-line Supervisor--is necessary.

The job Instructional Services First-line Supervisor, also known as Coordinator or Division Chairperson, represents the management level closest to the delivery of vocational/technical education. Persons performing in this job are responsible for supervising full-time and part-time instructors and office staff and for coordinating the activities of departments or divisions within the Instructional Services area (e.g., course and program development, course scheduling, instructor assignments, etc.). Examples of different First-line Supervisor positions within a district are Division Chairperson of Trade and Industry, Business Education Coordinator, Chairman Agriculture Division, and Division Chairperson General Education. Thus, the First-line Supervisor is responsible for directing full and/or part-time credit programs for a department or division within a district.

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To recap the performance rating procedures briefly:

(1) Read the Performance Category level and definition statements carefully;

(2) Read the three sets of examples--Very High, Fully Adequate, and Low--and decide which example most closely depicts the behavior exhibited by the person you are rating;

(3) After identifying the general performance level, identify the specific level of performance, i.e., Very High "9", "8", or "7", Fully Adequate "6", "5", or "4", or Low "3", "2", or "1"; and

(4) Record your rating on the Performance Category page by placing an "X" on the line next to the number that best describes the First-line Supervisor's performance.

Before making your ratings, please review the following page, Things to Guard Against. These tips will help you to avoid certain errors raters commonly make. Please keep in mind as you make your ratings that First-line Supervisors can be highly effective in some performance areas or categories and average or low in others. Therefore, try to identify each First-line Supervisor's strengths and weaknesses across all job requirements or Performance Categories.

ERRORS TO GUARD AGAINST WHEN RATING A FIRST-LINE SUPERVISOR

Several sources of error can contribute to inaccuracies in your ratings. Here are a few suggestions for overcoming them:

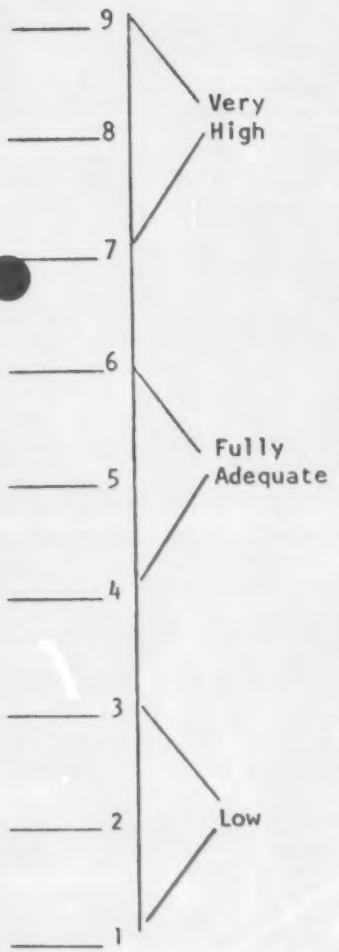
1. Consider each Performance Category separately from all the rest. An almost universal error in ratings is called HALO ERROR. It occurs when the rater gives about the same ratings to a person on all aspects of performance. Usually this error occurs because a rater has not taken enough time to get clearly in mind what each separate category of performance refers to. Remember we are asking you to describe or evaluate each ratee on a number of <u>different</u> categories of performance. As you consider each of the persons you are rating, try to avoid getting into the habit of giving about the same rating to him on each Performance Category. Consider each category separately from all others.

2. Avoid using your own definitions for the various Performance Categories. A common reason for inaccurate ratings is that raters have different definitions of Performance Categories. This is why it is so very important for you to read the definitions, descriptors, and performance examples carefully. Avoid any previous impressions of what these things have meant to you. Base your ratings on the information provided in the Performance Category booklet.

3. Try to overcome the contrast effect which causes raters to underevaluate or overevaluate an individual because of the level of performance demonstrated by the ratee evaluated previously. An individual tends to be underevaluated, for example, when he appears immediately after a high performer. Conversely, an individual tends to be overevaluated when he appears immediately after a poor performer. To overcome this rating error, attend carefully to the level descriptors and performance examples. Try not to compare one ratee with another; instead, judge each on his/her own merits, using the descriptors and performance examples as guides.

A. Evaluating and Developing Instructors

- Gathering information about instructors' performance and evaluating them fairly and accurately within district guidelines
- Orienting and training instructors
- Providing instructional advice to instructors
- Making suggestions that help them develop as instructors



Supervisors performing at this level utilize all available sources to evaluate each instructor accurately (e.g., interviewing students, observing the instructor in class on two or more occasions, etc.); thoroughly document each evaluation by noting specific strengths and weaknesses; provide sound diagnostic feedback to each instructor and suggest ways in which instructors can improve and develop themselves professionally (e.g., by taking courses, extra reading, etc.); gather information continuously to provide instructor guidance and developmental suggestions throughout the year, and to identify and resolve potential problems before they become severe.

Supervisors performing at this level visit each instructor's class at least once per year and interview knowledgeable others to obtain sufficient information to evaluate each instructor; document each evaluation by describing each instructor's strengths and weaknesses; provide each instructor with a written copy of the performance evaluation, and respond quickly to resolve problems that are brought to their attention by others (e,g., student complaints, reports from other instructors).

Supervisors performing at this level fail to visit all instructors' classes at least once per year; rely on reports from others to evaluate some instructors or neglect to provide evaluations for certain instructors; provide inadequately documented instructor evaluations that may highlight only their strengths and avoid describing weaknesses or areas for improvement; rarely provide feedback to instructors; and fail to gather information about some or even all instructors and frequently ignore students' complaints or grievances regarding instructors.

B. Keeping Instructors and Staff Informed

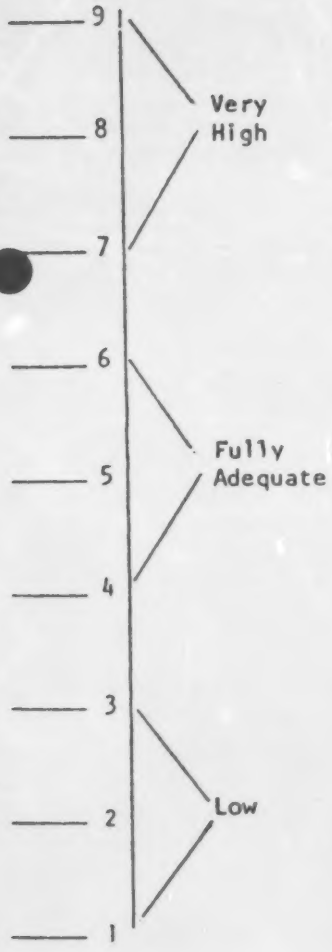
. Communicating to instructors and staff what they need to know

. Outlining job duties and responsibilities

. Being available to answer questions

. Reminding instructors of things

. Complimenting instructors and staff, when appropriate



Supervisors performing at this level provide in detail all relevant information to staff and instructors immediately after hire (e.g., job duties, minimum requirements, contract meaning and implication); ensure all staff are notified about district activities, program and policy changes, upcoming deadlines, etc.; plan several instructor and staff meetings throughout the year; encourage open communication by being accessible; and provide a "pat on the back" or even a letter of commendation, as appropriate, each time an instructor or staff member performs highly effectively.

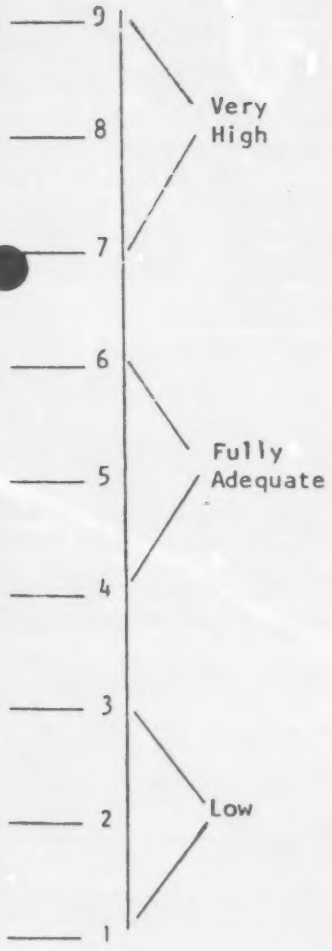
Supervisors performing at this level provide descriptions of job duties or minimum requirements to new staff or instructors when they have time; keep staff and instructors up-to-date by circulating memos, and/or conducting monthly staff meetings; maintain open communication by visiting informally with staff when time permits; and remind instructors of deadlines they have failed to meet.

Supervisors performing at this level provide newly hired staff with descriptions of job duties only when confusion or problems arise; hold few staff meetings throughout the year; frequently fail to inform instructors of policy or program changes, district activities or other things relevant to their specific programs or job duties; and rarely, if ever, acknowledge or praise instructors or staff for a job well done.

C. Supporting Instructors and Students by Coordinating Activities

. Supporting instructor productivity, development and cooperation through coordination of resources, facilities, equipment, events, people, etc.

. Stepping in to provide advice to students or to help resolve student problems



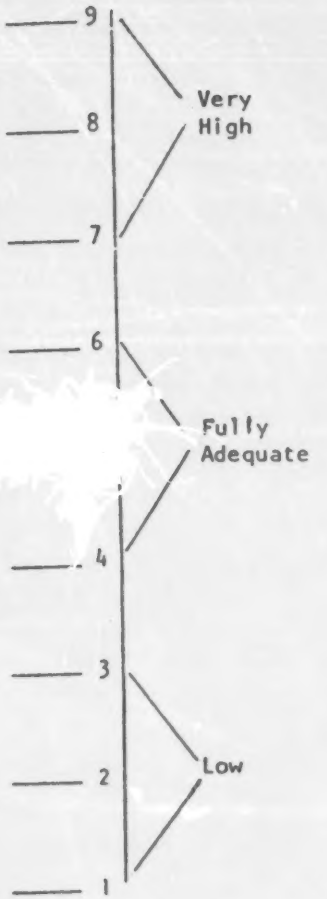
Supervisors performing at this level actively and consistently monitor equipment, facilities, and supplies to ensure high quality, up-to-date instruction; initiate student activities and encourage instructor participation to maintain high student morale; and establish an open door policy for students to provide advice about course work, to handle complaints with courses, and to refer students with severe problems to the appropriate agency.

Supervisors performing at this level frequently take time to help students with unusual or severe problems; encourage instructors to plan and participate in activities with students to maintain high morale; and resolve problems with equipment, facilities, etc. when staff or students submit complaints.

Supervisors performing at this level seldom attend to facility maintenance or equipment failure problems; rarely offer unsolicited advice to students; and only occasionally initiate or help plan activities to increase student-instructor interaction.

D. Self Development

- Developing own supervisory skills and expertise
- Improving technical knowledge in curriculum areas



Supervisors at this level allot considerable time to self development activities such as reviewing current periodicals or discussing recent technical advancements with peers or supervisors; frequently enroll in courses or seminars to enhance skills or technical knowledge; and, generally, seek out resources to maintain the ongoing process of self development.

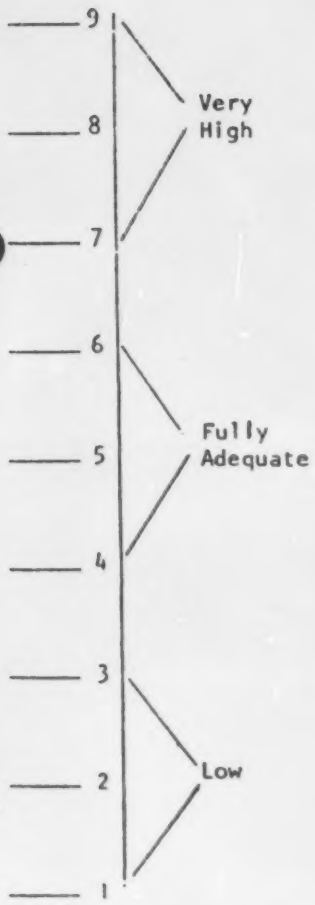
Supervisors performing at this level periodically plan self development activities such as enrolling in courses or attending seminars to maintain certification requirements or in response to recommendations made by supervisors or peers.

Supervisors performing at this level never enroll in courses to update technical knowledge, or if they do they may fail to complete the course requirements; fail to keep abreast of recent technical or educational advancements; and seldom attend program-related VTAE or local professional meetings.

E. Adhering to and Enforcing Policies, Rules, Contracts and Procedures

. Adhering to school, state and federal policies, rules and procedures in hiring personnel, assigning instructor course loads, updating programs, submitting vouchers, transferring student credits, etc.

. Enforcing school policies, rules and procedures; preventing instructors, students and others from violating these rules, and dealing effectively with them if violations do occur, including taking disciplinary action if warranted



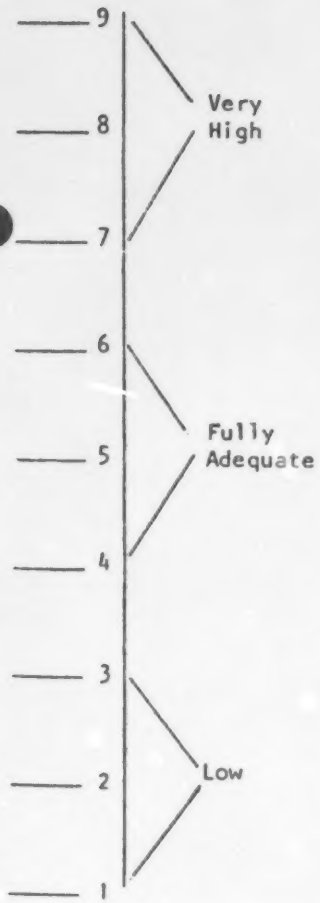
Supervisors performing at this level are extremely knowledgeable about all school and state policies, rules and contracts; consistently follow prescribed procedures when performing administrative duties (e.g., hiring personnel according to school and state guidelines, administering the master contract without grievances, etc.); fairly but firmly enforce school policies and rules; check into the facts before discipling instructors or students who abuse privileges or violate rules; follow the appropriate steps to implement disciplinary action and notify the appropriate personnel of the violation and action taken; and adhere to the prescribed procedures for handling unusual or crisis situations.

Supervisors performing at this level generally follow school and state rules, regulations and policies when performing administrative duties and take immediate steps to correct their decisions or actions which violate rules (e.g., making instructor assignments that violate the bargaining agreement); and often respond appropriately and quickly to reprimand instructors or students who violate rules or abuse privileges by taking the appropriate disciplinary action.

Supervisors performing at this level lack thorough understanding of school and state rules, policies and contracts; frequently violate rules, policies, etc. or incorrectly perform administrative duties (e.g., instructors submit several grievances due to improper master contract administration); respond inappropriately when students or instructors violate rules or abuse privileges (e.g., overlook both minor and severe infractions or overreact by harshly disciplining violators without verifying the facts); and frequently fail to respond in the prescribed manner to unusual or crisis events (e.g., reported thievery, bomb threats, etc.).

F. Curriculum Development

- Assessing educational needs: accurately evaluating the requirements for courses and programs
- Developing successful and cost effective curricula or individual courses using own ideas and/or others' input; selecting useful instructional materials for programs/courses; developing highly appropriate courses or programs in response to legitimate requests
- Pushing for programs/courses that prove to be good choices
- Evaluating programs: providing accurate assessments of current courses and programs, and making good judgments about what to do with them



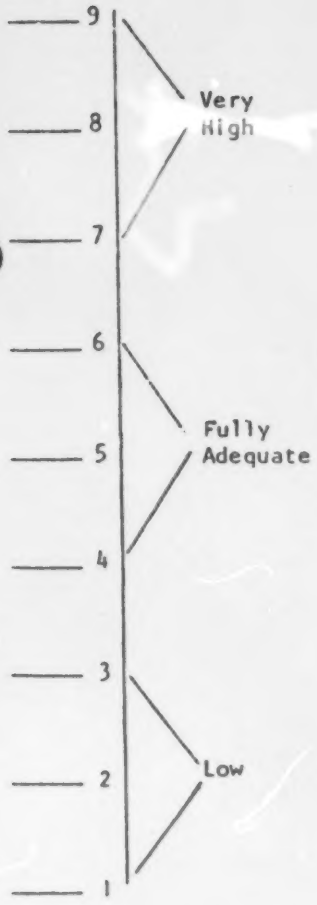
Supervisors performing at this level keep constant tabs on community needs to revise existing classes or to determine whether or not new courses or programs should be added; design highly successful, well organized, and innovative programs which often serve as models for other districts; actively seek instructor and other school personnel input to develop or update programs/courses that meet the students' needs; initiate contacts with local private and business groups to determine their needs and help design programs for them; actively generate support, approval and funding for new programs/courses that prove to be successful; and accurately assess program effectiveness and make sound judgments about how to improve programs.

Supervisors performing at this level frequently assess community needs and utilize the results of needs surveys to develop new courses and revise current courses or programs; seldom initiate local business contacts, but respond willingly to requests from businesses for course or program development; generally develop or revise courses/programs that prove successful and cost effective; and provide sufficient program evaluation

Supervisors performing at this level frequently conduct incomplete community needs surveys (e.g., often overlook or fail to assess certain community groups); seldom revise or update program supplies or equipment, even though technical improvements or advances have occurred; frequently make unilateral curriculum changes without consulting with other school personnel; never or very rarely initiate contacts with local business groups to identify their needs, help develop in-house training or obtain input for district program revisions; and fail to provide thorough program evaluations which sometimes results in unwarranted cancellations or loss of funds.

G. Program Scheduling

- Scheduling classes, classrooms/facilities, equipment, and instructors effectively, efficiently and on time
- Successfully handling schedule changes
- Filling vacant part-time instructor positions in a timely fashion and with the most highly qualified persons
- Successfully getting instructors to substitute-teach classes
- Utilizing available resources and staff input to develop a schedule requiring at most only minor changes or adjustments



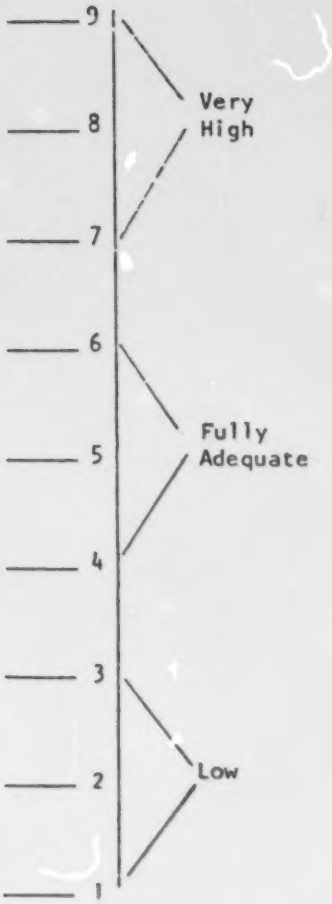
Supervisors performing at this level utilize input from staff and students and work closely with instructors to schedule classes, assign instructors, and determine supply and equipment needs efficiently and effectively; negotiate classroom assignments with others sharing the facilities to ensure that no conflicts arise; develop and maintain a list of qualified substitute and part-time instructors to ensure continuous class coverage, even on short notice; consistently submit in advance or on the scheduled deadline program schedules which often require no or only a few adjustments or revisions.

Supervisors performing at this level frequently work with other school personnel to assign courses, classrooms and class times, etc., but may occasionally rely heavily on the previous program schedule to make class and instructor assignments without consulting with instructors or confirming room assignments; successfully identify and correct scheduling conflicts; locate qualified substitute or part-time instructors, resulting in little class time lost; and generally submit program schedules on time.

Supervisors performing at this level frequently make avoidable errors when scheduling program courses (e.g., schedule courses out of sequence, forget to confirm classroom assignments, etc.); fail to obtain qualified instructors often resulting in a delay of class or class cancellation; often fail to identify and locate qualified substitute instructors or rely on unqualified personnel to substitute teach (e.g., secretary); disregard or fail to request instructor or staff input when scheduling classes; neglect to order or arrange for needed supplies and equipment; and often submit incomplete or late program schedules.

H. Budget and Financial Management

- Reducing costs by avoiding duplication of supplies; authorizing only needed expenditures
- Preparing the budget, completing it accurately and on time
- Obtaining input from instructors, advisory committee members, and others about equipment to be purchased and money to be spent for program needs
- Purchasing equipment and supplies properly, on time, and within budget limits
- Pushing for budget requests when they are important for enhancing the program(s) and are cost effective



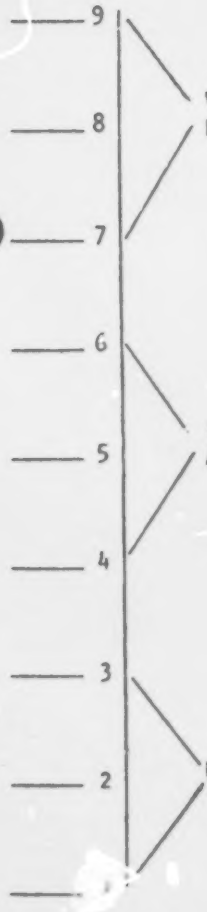
Supervisors performing at this level work closely with instructors and staff to accurately estimate annual budget costs (e.g., include anticipated costs of equipment and facility maintenance, develop prioritized list of needed supplies, equipment, etc.); gather input from several sources to make cost efficient purchases (e.g., obtain cost estimates from several distributors or vendors, use advisory committee input to make final purchasing decisions); frequently identify innovative ways to obtain supplies and equipment at reduced costs; provide extremely persuasive arguments for including items on the budget which prove to be cost effective and enhance the quality of instruction; submit accurate budget proposals on time; and monitor budget status throughout the year.

Supervisors performing at this level frequently obtain input from instructors and staff before developing annual budget estimates; successfully reduce unnecessary program costs (e.g., eliminate items or supplies without reducing quality of instruction); generally follow the proposed budget, although they may occasionally violate budget allocations, but respond quickly to correct the errors; gather input from knowledgeable sources only to make major purchasing decisions (e.g., request input from advisory committee when replacing lab facilities, etc.); and often submit proposed budget estimates on time.

Supervisors at this level seldom obtain input from staff and instructors to estimate annual budget costs, frequently submit inaccurate budget estimates (e.g., underestimate or fail to include maintenance and repair costs, travel expenditures, etc.); frequently violate budget proposal or make unnecessary purchases (e.g., submit vouchers or purchase requisitions not included in the budget or purchase supplies or equipment that duplicate existing supplies); frequently submit incomplete or late budget proposals; and seldom monitor current expenditures or keep up-to-date on budget status.

I. Promoting School Activities in the Community

- Responding to requests for information, speakers, etc. from persons outside the school who may serve as good sources for student recruitment
- Actively promoting the school and its programs in the community
- Developing public relations programs; directly recruiting prospects for school enrollment
- Getting involved in the community, in part to enhance the school's visibility



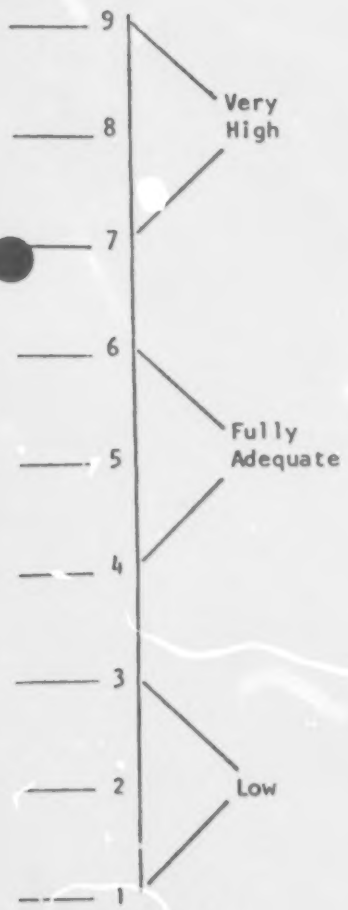
Supervisors performing at this level design and implement new methods of publicizing school activities (e.g., produce radio spots, design creative presentation packages for school-wide use); actively participate in local committees, business groups, clubs, etc. to enhance school image, publicize activities, increase interaction between the school and the community, etc.; initiate and maintain effective relations with local high schools, universities, etc. to help sell school programs; and provide valuable input into school or district campaigns which successfully recruit new students.

Supervisors performing at this level willingly participate in activities organized to publicize school events or programs (e.g., help develop program brochures or assist with school-wide promotional campaigns); attend a few community groups, clubs, etc. meetings to represent the school or make presentations; and although they infrequently initiate contacts with local schools, they respond quickly to requests for presentations or for literature about school programs (e.g., ask instructors to make requested presentations at local high schools; attend meeting with university or college staff, etc).

Supervisors performing at this level frequently refuse to assist with or avoid participating in student recruitment or school publicity activities; often fail to respond to requests from local agencies or schools for information about school programs (e.g., ignore requests from local high schools to participate in "career days," overlook invitations from local business to participate in seminars, etc.); and generally have limited contact with outside agencies, clubs, groups, etc.

J. Administrative Work/Time Management

- Managing own time
- Thoroughly planning meetings and preparing in advance
- Performing routine paperwork efficiently and on time
- Delegating work to improve efficiency



Supervisors performing at this level devise well organized and flexible work schedules to complete all duties and meet all deadlines (e.g., develop daily activity schedules to accomplish all regular and unexpected tasks); correctly delegate routine tasks to subordinates and staff; develop methods or procedures to maintain high office efficiency; and thoroughly plan and prepare meetings in advance, thereby accomplishing all necessary work during those meetings.

Supervisors performing at this level generally develop effective work schedules, but may occasionally experience difficulty in completing unexpected assignments on the scheduled deadline; delegate work appropriately, but they may sometimes unnecessarily perform routine tasks or duties rather than delegating these duties; and plan and prepare productive meetings that generally meet stated objectives.

Supervisors performing at this level frequently neglect more pressing or critical duties to perform less important or routine duties; inappropriately delegate duties to staff (e.g., delegate critical duties to subordinates or perform many routine duties rather than delegate them to subordinates); often submit late or incomplete reports, proposals, etc. which contribute to delays for the entire district; and sometimes conduct meetings haphazardly due to little or no advanced planning or preparation.

First-line Supervisor's (Ratee) Name

_____

Rated by _____

Community Services

First-line Supervisor

Performance Category and Rating Booklet

Guidelines for Making Performance Ratings

This booklet contains several Performance Categories describing effective, average and ineffective performance on the job of Community Services First-line Supervisor. Before describing the features of the Performance Categories booklet and the mechanics for making performance ratings, a brief description of the job--First-line Supervisor--is necessary.

The job Community Services First-line Supervisor, also known as Coordinator or Community Services Specialist, represents the management level closest to the delivery of vocational/technical education. Individuals performing in this job are responsible for supervising instructors and staff and coordinating the activities of departments or divisions within the Community Services area (e.g., identify community educational needs, initiate and develop classes, locate qualified instructors, etc.). Examples of different First-line Supervisor positions within a district are Adult Basic Education Chairperson, Trade and Industry Coordinator, Home Economics Coordinator and Coordinator of Business Education. Thus, the Community Services First-line Supervisor is responsible for directing and coordinating non-credit courses or programs for a department or division within a district.

Next are described the features of the Performance Category booklet with guidelines provided for the proper use of the scales. First, notice that this booklet contains eleven Performance Categories labeled and defined at the top of each page. Running down the left side of the page is a 9-point scale representing varying degrees of effectiveness in a Performance Category. The scale is divided into three parts with "9", "8", and "7" representing Very High performance, "6", "5", and "4" representing Fully Adequate performance and "3", "2", and "1" representing Low performance. Notice that each of these three general performance levels--Very High, Fully Adequate, and Low--is illustrated or defined by several examples depicting behavior at each general performance level. Thus, the examples at the Very High end of the scale show how very high or effective performers in the category generally behave, the examples in the middle show how Fully Adequate or average performers generally behave, and the examples at the Low end show how low or ineffective performers generally behave.

Here is how you should use the Performance Category information to rate a particular First-line Supervisor. First, carefully read the label and statements defining a Performance Category. Then read the three sets of examples--Very High, Fully Adequate and Low--and decide which example is most similar to the behavior exhibited by the person you are rating. In this way you can determine whether the first-line supervisor is Very High, Fully Adequate or Low on that Performance Category.

Finally, decide where a ratee stands within one of these three general levels. For example, if for a particular Performance Category the First-line Supervisor you are rating is best described by the Very High example and this person performs very effectively at all times, you would rate him/her at the "9" level, or if the ratee performs effectively most of the time but not always you would rate him/her at the "8" or "7" level. If the First-line Supervisor is best described by the Fully Adequate example and performs about average, you may rate him/her at the "5" level. The supervisor, however, may perform somewhat better than the behavior provided in the example. Then you would rate him/her at the "6" level or if he/she performs less effectively than the behavior described in the example you would rate him/her at the "4" level. Or if the supervisor is best described by the Low example and is ineffective in performing all the activities within that Performance Category, you would rate him/her at the "1" level. If, however, the supervisor performs ineffectively only some of the time you would rate him/her at the "3" or "2" level. After identifying the specific level of performance, record your rating directly on the Performance Category page by placing an "X" on the line next to the appropriate number or performance level.

To recap the performance rating procedures briefly:

(1) Read the Performance Category level and definition statements carefully;

(2) Read the three sets of examples--Very High, Fully Adequate, and Low--and decide which example most closely depicts the behavior exhibited by the person you are rating;

(3) After identifying the general performance level, identify the specific level of performance, i.e., Very High "9", "8", or "7", Fully Adequate "6", "5", or "4", or Low "3", "2", or "1"; and

(4) Record your rating on the Performance Category page by placing an "X" on the line next to the number that best describes the First-line Supervisor's performance.

Before making your ratings, please review the following page, Things to Guard Against. These tips will help you to avoid certain errors raters commonly make. Please keep in mind as you make your ratings that First-line Supervisors can be highly effective in some performance areas or categories and average or low in others. Therefore, try to identify each First-line Supervisor's strengths and weaknesses across all job requirements or Performance Categories.

ERRORS TO GUARD AGAINST WHEN RATING A FIRST-LINE SUPERVISOR

THINGS TO GUARD AGAINST

Several sources of error can contribute to inaccuracies in your ratings. Here are a few suggestions for overcoming them:

1. Consider each Performance Category separately from all the rest. An almost universal error in ratings is called HALO ERROR. It occurs when the rater gives about the same ratings to a person on all aspects of performance. Usually this error occurs because a rater has not taken enough time to get clearly in mind what each separate category of performance refers to. Remember we are asking you to describe or evaluate each ratee on a number of different categories of performance. As you consider each of the persons you are rating, try to avoid getting into the habit of giving about the same rating to him on each Performance Category. Consider each category separately from all others.

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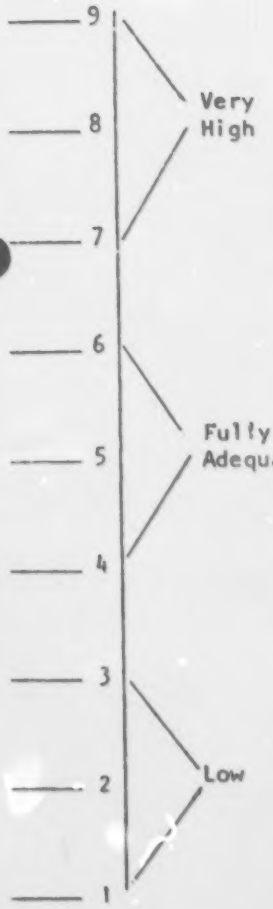
A. Supporting Instructors and Staff by Evaluating, Coaching and Developing Them and Keeping Them Informed

- Gathering information about instructors' performance and evaluating them fairly and accurately
- Providing instructional advice and training to instructors and making suggestions to help them develop their teaching skills
- Consistently communicating to instructors and staff what they need to know
- Being available, as appropriate, to answer questions



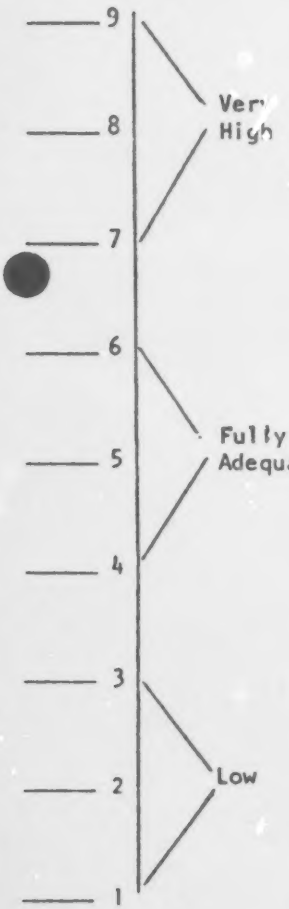
Supervisors performing at this level regularly conduct thorough performance evaluations; collect accurate and complete information when reviewing reports of poor performance; provide sound diagnostic feedback to instructors and suggest ways to improve teaching and develop professionally (e.g., plan useful in-service training programs for instructors, etc.); ensure staff is notified about all relevant activities, course and policy changes, etc. (e.g., forward memos to all instructors to explain or outline policy changes, conduct meetings when practical to update instructors, etc.).

Supervisors performing at this level conduct instructor performance evaluations regularly, although the evaluations may at times be incomplete or inaccurate; seldom initiate contact with instructors, but willingly counsel, coach, or offer developmental feedback when instructors seek advice; and generally keep staff up-to-date by circulating memos or conducting meetings.

Supervisors performing at this level often fail to observe or evaluate some or all instructors; rarely provide feedback, or when feedback is given it is frequently overly blunt, skirts the important issue(s), or is in other ways inappropriate; sometimes avoid counseling or helping instructors resolve work-related problems; and may fail to inform or up-date instructors about things they need to know.

B. Supporting Instructors and Students by Coordinating Activities

- Supporting instructor productivity, development and cooperation through coordination of facilities, supplies, events and people
- Stepping in to provide advice to students or to help resolve unusual or severe student problems



Supervisors performing at this level actively and consistently monitor the condition and availability of equipment, facilities, and supplies to ensure high quality, up-to-date instruction; initiate or take an active role in most student or faculty events; and establish an open-door policy for students to handle complaints about courses and to meet the needs of special student groups (e.g., minorities, older students, etc.).

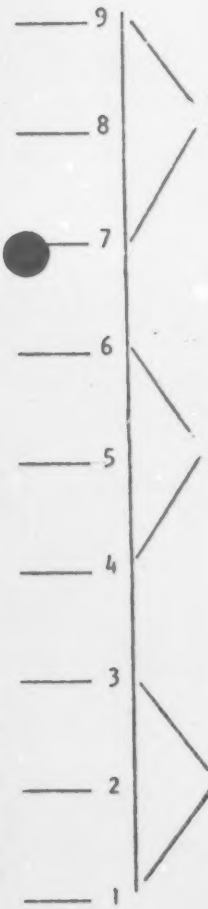
Supervisors performing at this level frequently take time to help students with complaints or questions; quickly resolve problems with equipment, supplies, etc. when staff or students report problems; and occasionally participate in student or faculty events or activities.

Supervisors performing at this level seldom attend to equipment failure or material availability problems; rarely offer advice or aid to students; never or seldom take an active role in organizing student or faculty events; and ignore or fail to investigate student or faculty complaints about supplies, courses, etc.

C. Self Development

. Developing own supervisory skills and expertise

. Improving technical knowledge in curriculum areas



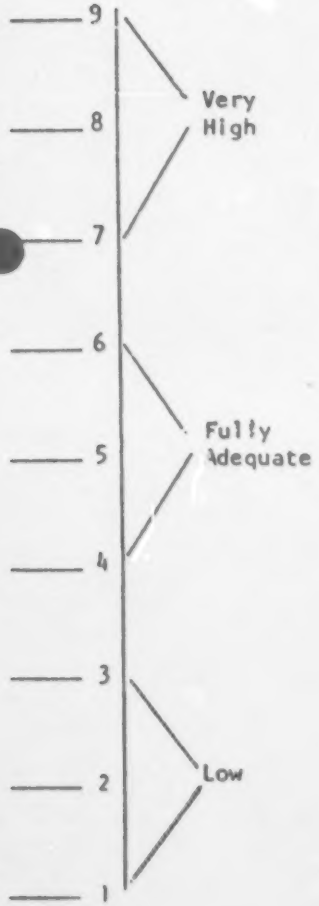
Supervisors performing at this level allot considerable time to self development activities such as reviewing current periodicals or discussing recent technical advancements with peers or supervisors; frequently enroll in courses or seminars to enhance skills or technical knowledge; and generally seek out resources to maintain the ongoing process of self development.

Supervisors performing at this level periodically plan self development activities such as enrolling in courses or attending seminars to maintain certification requirements or in response to recommendations made by supervisors or peers.

Coordinators performing at this level never enroll in courses to up-date technical knowledge, or if they do they may fail to complete the course requirements; fail to keep abreast of recent technical or educational advancements; and seldom or never attend program-related VTAE or local professional meetings.

D. Adhering to and Enforcing Policies, Rules and Procedures

- Adhering to school, state and federal policies, rules or procedures in administrating regulated agreements, determining instructor certification, handling grievances, etc.
- Enforcing school policies, rules and regulations; responding appropriately in emergency or problem situations at the schoc , keeping students and staff from violating rules and dealing with them if they do, including taking disciplinary action if warranted
- Suggesting and outlining new policy needs



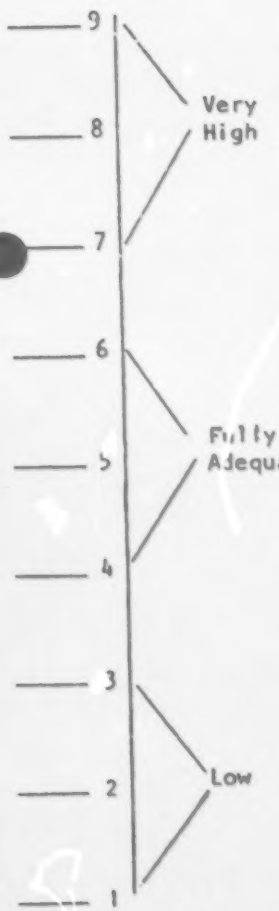
Supervisors performing at this level are extremely knowledgeable about all school, state and federal policies, procedures and guidelines; consistently follow prescribed procedures when performing administrative duties (e.g., assign proper aid codes to courses, etc.); submit recommendations or guidelines for establishing new and useful policies or regulations; fairly but firmly enforce school policies and rules; check into the facts before disciplining instructors or students who violate rules; follow the appropriate steps to implement disciplinary action and notify the appropriate personnel of the violation and the action taken; and adhere to the prescribed procedures for handling unusual or crisis situations.

Supervisors performing at this level generally follow school, state and federal rules and regulations when performing administrative duties, and take immediate steps to correct their decisions or actions if they violate rules, (e.g., thoroughly review the district's regulated agreement when a misunderstanding with the staff occurs); and often respond quickly and take the appropriate disciplinary action when instructors or students violate rules.

Supervisors performing at this level lack a thorough understanding of school, state and federal policies, procedures, rules and guidelines; frequently violate procedures and rules or incorrectly perform administrative duties (e.g., fail to charge the correct tuition rates, assign incorrect aid codes to courses, etc.); often respond inappropriately when students or staff violate rules (e.g., overlook both minor and severe infractions, discipline violators harshly without verifying the facts, etc.); and frequently fail to respond in the prescribed manner to unusual or crisis events (e.g., reported thievery, bomb threats, etc.).

E. Assessing Educational Needs in the Community

- Initiating community contacts by means of telephone, mail, personal contacts, etc.
- Identifying needs of the entire community by attending community meetings, consulting with advisory committees, surveying community members, etc.



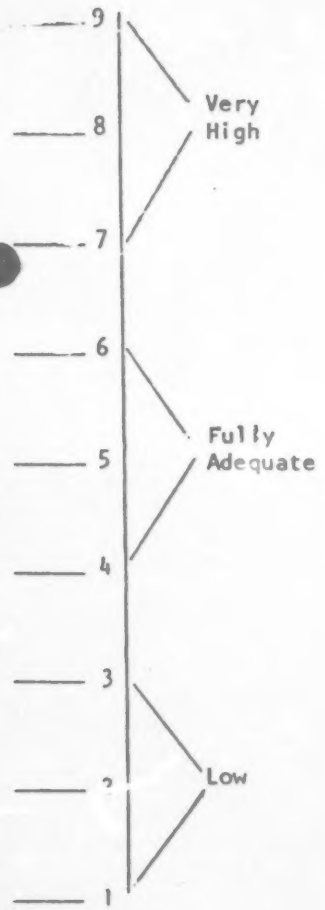
Supervisors performing at this level keep constant tabs on the educational needs of the community by utilizing several strategies (e.g., conduct telephone and mail out surveys, initiate discussions with community members, local agencies, business and industry leaders, etc.); and select a representative group of citizens to serve on advisory committees, wisely and effectively relying on these committees to identify community, business, special group, etc. educational needs.

Supervisors performing at this level frequently make some effort to formally assess the educational needs of the community through telephone surveys, meetings with advisory committees, etc., but they rely largely on informal sources of information (e.g., individuals or interest groups, etc.), and often depend upon industry or business groups to initiate contacts to make their educational needs known.

Supervisors performing at this level seldom formally assess the educational needs of the community, or if they do assess community needs they frequently conduct incomplete surveys (e.g., often overlook or fail to assess certain community groups or individuals); establish advisory committees whose members represent only a small portion of the community; and never or only rarely initiate contacts with business leaders or attend community meetings to identify educational needs.

F. Program and Course Development

- Developing successful courses which meet the needs of the entire community (e.g., business groups, special community groups, etc.), and that fall within the VTAE boundaries
- Restructuring courses to fit current needs, new licensing or certification requirements, etc.
- Developing courses and programs to reach a broad range of persons in the community
- Evaluating programs, providing assessments of current courses and programs, and making good judgments about what to do with them



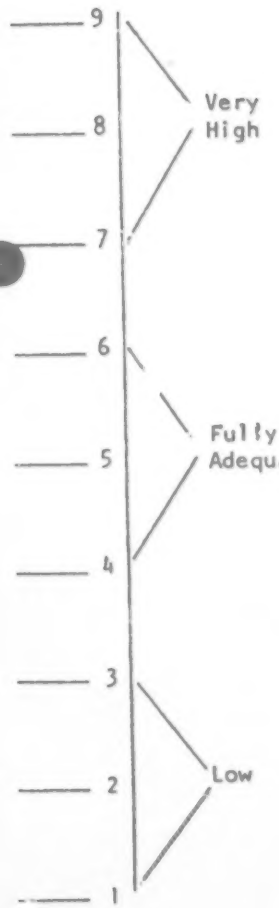
Supervisors performing at this level design highly successful, well-organized and innovative courses or programs, and restructure existing courses or course materials to meet student and community needs; keep tabs on new licensing or certification requirements to up-date courses or programs; orient staff quickly and effectively to new curricula; submit sound project proposals when appropriate which consistently receive approval and support; and evaluate all current course offerings regularly to determine whether or not changes or alterations are required to improve instruction.

Supervisors performing at this level generally respond quickly to community or student needs by developing courses that prove successful and cost effective; occasionally need to be encouraged to revise existing courses (e.g., new licensing or certification policies surface or new technological advancements outdate current courses, etc.); willingly respond to requests to develop courses or in-house training programs for local businesses or industries; formally evaluate only those courses or programs that rely on outside funding or that suffer from obvious problems (e.g., fall outside VTAE boundaries, suffer from extremely low student enrollment, etc.).

Supervisors performing at this level often fail to develop new or revise existing programs, courses, or course materials, even though technical improvements or advances have occurred; frequently offer inappropriate courses (e.g., courses that fall outside the VTAE boundaries or courses which reflect personal interests rather than community needs, etc.); and seldom evaluate course or program offerings to assess course effectiveness or determine whether or not changes are required.

G. Course Scheduling

- Scheduling courses, classrooms, facilities, equipment and instructors effectively, efficiently and on time
- Successfully responding to scheduling conflicts and unexpected scheduling problems
- Obtaining and utilizing staff input to develop a schedule requiring only minor changes or adjustments



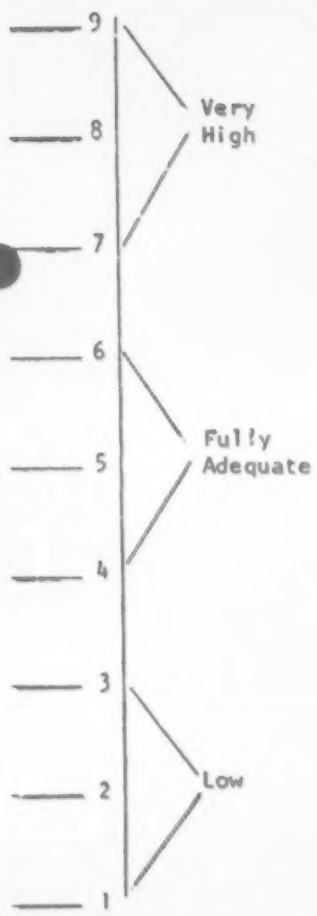
Supervisors performing at this level are very effective at utilizing input from staff, carefully consider students' needs, and work closely with individual instructors to schedule classes, assign instructors, and determine special supply or equipment needs; prepare and submit class schedules well in advance or on the scheduled deadline; submit course schedules that seldom require adjustments or changes, but when changes are required, these supervisors provide innovative, well thought-out solutions to resolve the scheduling problems.

Supervisors performing at this level frequently submit course schedules on time and are generally successful in ironing out scheduling conflicts before classes begin; frequently work with staff and other school personnel to assign courses, classrooms, etc., but may occasionally make errors of omission (e.g., fail to contact or confirm course schedules with instructors, fail to verify classroom assignments, etc.).

Supervisors performing at this level frequently make avoidable errors when scheduling courses (e.g., fail to confirm classroom assignments, neglect to order equipment or supplies, etc.); often submit late or incomplete course schedules; rarely obtain input from all interested parties when scheduling courses or correcting scheduling conflicts; and may occasionally fail to inform instructors of class assignments.

H. Locating and Hiring Qualified Instructors

- Utilizing input from outside contacts, committee groups, and division personnel to identify persons qualified to teach courses
- Identifying relevant job criteria to recruit and hire qualified instructors
- Hiring qualified instructors in a timely fashion to meet scheduled and unexpected course needs



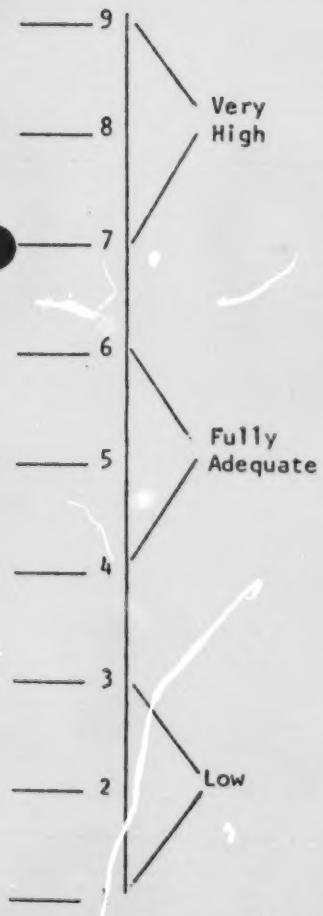
Supervisors performing at this level use several sources to recruit qualified instructors (e.g., maintain an active file of prospective instructors, contact community members and advisory committee members for suggestions, etc.); widely circulate position openings to recruit qualified applicants; identify and utilize relevant job criteria to ensure a good instructor-course match; and hire qualified instructors well in advance of scheduled courses or successfully recruit and hire qualified instructors on short notice.

Supervisors performing at this level generally announce position openings and make community contacts to locate qualified instructors; consistently hire certifiable instructors, and, for the most part, match instructor skills with course requirements; and only occasionally must postpone or reschedule courses for lack of an instructor.

Supervisors performing at this level often fail to announce or post position openings or fail to follow proper procedures when hiring personnel; frequently hire poorly qualified or uncertifiable instructors; and at times, may even cancel a course for lack of an instructor.

I. Budget and Financial Management

- Preparing annual budget accurately and on time by obtaining input from appropriate staff members, anticipating equipment, supply and remodeling costs, etc.
- Up-dating budget and using proper transfer of funds forms
- Offering courses that qualify for state aid
- Reducing costs by avoiding duplication of supplies; authorizing only needed expenditures
- Purchasing supplies and equipment within budget constraints



Very High

Supervisors performing at this level work closely with instructors and staff to accurately estimate annual budget costs (e.g., include anticipated costs of equipment and facility maintenance, develop prioritized list of needed supplies, equipment, etc.); frequently identify ways to obtain supplies, equipment, etc. at reduced costs; submit accurate budget proposals on time; properly complete all budget and financial forms; and maintain precise estimates of the budget status throughout the year.

Fully Adequate

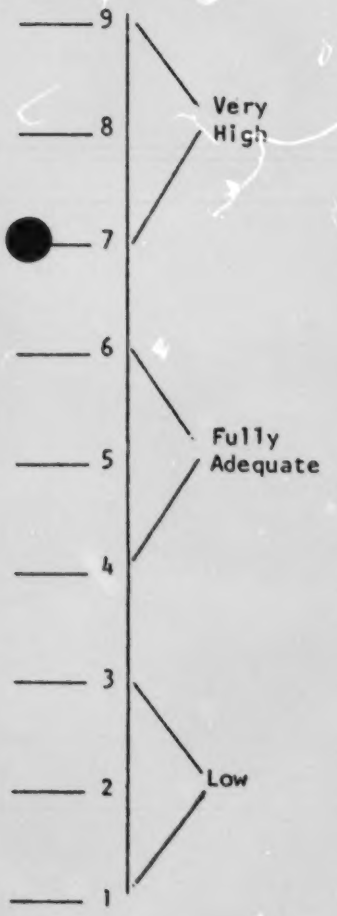
Supervisors performing at this level frequently obtain input from instructors and staff before developing annual budget estimates; successfully reduce unnecessary program or course costs (e.g., eliminate items or supplies without reducing the quality of instruction); although occasionally violating budget allocations, they respond quickly to correct errors (e.g., costs for a course equipment exceeds proposed estimates); and seldom submit proposed budget estimates late.

Low

Supervisors performing at this level seldom obtain input from staff and instructors to estimate annual budget costs; often submit inaccurate budget estimates (e.g., underestimate or fail to include maintenance and repair costs, travel expenditures, etc.); sometimes violate budget proposal or make unnecessary purchases without detecting the errors (e.g., submit incomplete or inaccurate transfer of funds forms, purchase supplies or equipment that duplicate existing supplies); frequently submit late or incomplete budget proposals; and seldom monitor current expenditures or update budget status.

J. Promoting School Activities in the Community

- Responding to requests for information, speakers, etc., from persons outside the school who may serve as good sources for student recruitment
- Actively promoting the school and its programs by helping to revise outdated promotional strategies or developing new techniques; contacting community members or persons in industry, government, universities, or high schools, etc.
- Developing public relations programs; directly recruiting prospects for school enrollment
- Getting involved in the community, in part, to enhance the school's visibility



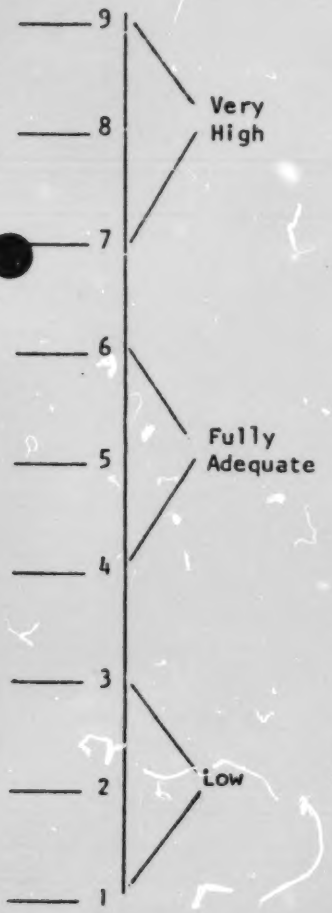
Supervisors performing at this level design and implement new methods of publicizing school activities and revise existing promotional strategies (e.g., produce radio spots, develop TV hookups, design creative presentation packages for school-wide use, modify or update program brochures, expand the current mailing list, etc.); actively participate in local committees, business groups and clubs to enhance the school image and increase interaction between the school and community; initiate and maintain effective relations with local high schools, universities, etc. to help sell school programs; and provide valuable input into school or district compaigns resulting in the successful recruitment of new students.

Supervisors performing at this level willingly participate in activities organized to publicize school events or programs (e.g., help develop program brochures or assist with school-wide promotional campaigns); attend a few business or community group meetings to represent the school or make presentations; and although infrequently initiating contacts with local schools, they respond quickly to requests for presentations or for literature (e.g., make personal visits to local high schools; attend meetings with university or college staff, etc.).

Supervisors performing at this level frequently refuse to assist with or avoid participation in student recruitment or school publicity activities; often fail to respond to requests from local agencies or schools for information about school programs (e.g., fail to follow up on presentation requests from area high school teachers, overlook invitations from local businesses to participate in seminars, etc.); and generally have limited contact with outside agencies, clubs, groups, etc.

K. Administrative Work/Time Management

- Managing own time
- Planning and preparing for meetings
- Performing routine paperwork efficiently and on time
- Delegating work to improve efficiency
- Planning travel time effectively



Supervisors performing at this level devise well organized and flexible work schedules to complete reports and paperwork duties accurately and on time; effectively coordinate travel plans to make all necessary personal contacts with school personnel, clients, etc.; streamline office activities by delegating routine tasks to subordinates, reorganizing or developing new procedures to increase office efficiency, etc.; and thoroughly plan and prepare for meetings in advance, ensuring highly productive meetings.

Supervisors performing at this level generally develop effective work schedules, but may occasionally experience difficulty in meeting deadlines for unexpected assignments; develop efficient travel plans to make necessary visits to clients, distant campus locations, etc.; make proper work delegations to subordinates, although they may sometimes unnecessarily complete routine tasks rather than delegating these duties; and plan and prepare productive meetings that generally meet all stated objectives.

Supervisors performing at this level may often spend an inordinate amount of time on one task or duty and neglect other duties (e.g., spend too much time processing paperwork and ignore instructors' requests for advise, counseling, etc.); inappropriately delegate duties (e.g., delegate critical or important tasks to subordinates or perform many routine duties rather than delegate them to staff, etc.); sometimes conduct meetings haphazardly due to little or no advance planning or preparation; and generally plan work poorly, resulting in late or unfinished reports and paperwork, inefficient travel arrangements (e.g., spend too much or too little time visiting clients or personnel at distant campus locations), etc.

A SUMMARY* DESCRIPTION OF THE DEVELOPMENT OF THE BES SCALES FOR FIRST-LINE SUPERVISORS IN WISCONSIN POSTSECONDARY TECHNICAL INSTITUTES

This study was designed to identify the critical behavior requirements for the Instructional Services and Community Services First-line Supervisor jobs within the Wisconsin Vocational, Technical, and Adult Education system and to develop a performance appraisal system based on these requirements. The target job, the First-line Supervisor job, also known as Coordinator, Division Chairperson, etc., is the first management level closest to the delivery of vocational/technical education. That is, persons in this job are responsible for planning, scheduling, and monitoring courses and programs offered to students in the Wisconsin VTAE system. It is with these individuals and their supervisors we worked to develop a performance appraisal system geared toward career and self-development.

To begin the study, a Personnel Decisions Research Institute staff member and the author of the ISDP package visited one campus in the Wisconsin VTAE system to describe the procedures involved in developing a performance appraisal system and to obtain further information about the jobs involved by interviewing incumbents and their supervisors. This first meeting yielded a preliminary picture of the job requirements of the First-line Supervisor job and helped to identify similarities and differences between the Instructional Services and Community Services areas. During this first visit, they also arranged to obtain job descriptions and organizational structure charts of the Wisconsin VTAE system to better understand the detailed requirements of both jobs and how the jobs fit into organizational operations.

The next step involved a four-day field visit by PDRI staff members to conduct in-depth interviews with job incumbents and their supervisors at Gateway Technical Institute. Also, during this same field visit, PDRI staff members and the ISDP author conducted two Critical Incident Gathering Workshops. During these workshops, participants were asked to provided critical examples of effective, average and ineffective performance on the job.

Following these workshops, the project staff members carefully reviewed each behavioral example or critical incident to identify the critical behaviors or performance requirements for each job. The resulting performance dimensions were then labeled and definitional statements developed for each performance dimension. Ten performance dimensions were developed to capture the critical requirements of the Instructional Services First-line Supervisor job and 11 performance dimensions were developed for the Community Services First-line Supervisor job.

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* A detailed explanation of this process may be obtained by contacting the author of the ISDP package.

Next, Retranslation Workshops were conducted by the ISDP author to verify that the performance dimensions developed were comprehensive, easily understood, and accurately described the job. These workshops involved both job incumbents and their supervisors who were asked to recategorize the behavioral examples generated in the first workshops into the performance dimensions developed by PDRI staff and then rate the effectiveness level of each incident. Finally, the Retranslation data was analyzed and the results were used to generate behavior summary statement anchors for each performance dimension.

Recommended applications for the performance appraisal system for the two jobs include: (a) serve as the input to the First-line Supervisor performance appraisal; (b) use in combination with an MBO or other goal establishing system to determine work-related goals; (c) identify and design training and career development programs for job incumbents; and (d) prepare self-study materials to enhance performance on the job.